

Poor recruitment figures bring fears for teacher colleges

by John O'Leary

New fears are growing for the future of some colleges in England and Scotland following the release of disappointing figures for the recruitment of teacher education students.

A clear hint that more closures could be on the way has come from Baroness Young, Minister of State for Education, who drew her conclusions from the reduced demand for newly qualified teachers in years to come. The initial teacher training system was intended to be flexible, she told a conference of the Universities Council for Education of Teachers.

"It may be that, without any significant changes in overall numbers, it will be flexible enough to cope with the changed situation over the next few years," she said. "Let me say quite categorically that we are not enthusiastically

looking for further reorganizations. But it is clear that there is still room for readjustment within the system. We are not looking for cuts, or imposed readjustments of any kind. If these can be avoided, there is no question of infringing university autonomy.

"Inevitably, however, which maintain public sector training institutions—perhaps also universities which maintain departments of education—are going to look very critically at the provision and ask whether it is really giving value for money."

Baroness Young's speech followed the publication of statistics from the Central Register and Clearing House which showed applications for BEd courses down by 3 per cent. Applications at the beginning of the month had shrunk by 1,700 for all BEd courses. The drop coincides with increased entrance qualifications in most colleges in anticipation of the need for O levels in English

and mathematics for new teachers from 1984 onwards.

In Scotland, too, uncertainty over teacher recruitment is causing anxiety over the long-term future of colleges with low student numbers. Two authorities have frozen the number of teachers they are to recruit next year and lecturers and students' unions fear the consequences for training.

The Association of Lecturers at Colleges of Education in Scotland has asked for an urgent meeting with the Scottish Education Department to discuss all aspects of teacher training.

● The Ulster Teachers' Union has proposed a neat but drastic solution to the oversupply of teacher training places. It told the Higher Education Review Group, chaired by Sir Henry Chilver, that the two Roman Catholic colleges should be merged on the site of Stranmillis, the state-owned institution.

TEC policies have wrought havoc, claims document

by Patricia Santinelli

Confused employers, baffled careers officers and students, massive duplication of effort and straining of scarce educational resources have all resulted from the further education system to the disadvantage of all concerned.

In an unprecedented and wide ranging attack on TEC, the education body for technician education, the document, which has since been withdrawn, stresses that the separate development of educational policies for craft and technician have widened the divisions within the further education system to the disadvantage of all concerned.

City and Guilds point out that further education can only suffer and colleges face increasing difficulties in placing students on the most appropriate courses if TEC continues to encourage into craft training—the main remaining area of work for CGL since the progressive replacement of its own technician schemes under TEC's ability to offer individual certificates for parts of its programmes and through the direct encouragement of the Department of Education and Science to expand the technician work beyond technician occupations.

TEC had also created resource problems in the colleges and had

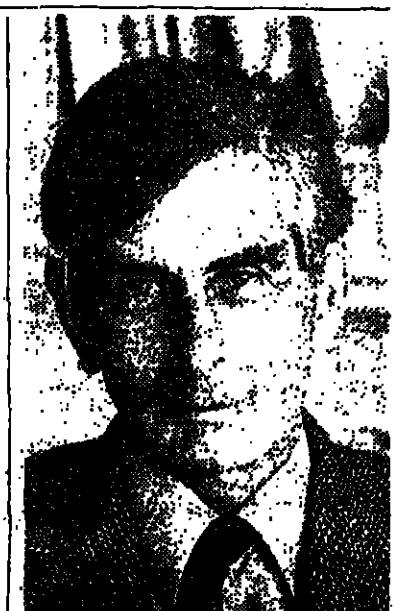
not achieved flexibility. The document states: "It is having an adverse effect on the provision of good craftsmanship by directing some of them into the technician stream and by making it difficult for qualified craftsmen to acquire technician qualifications."

TEC is also accused of creaming off the CGL students, not only through the attraction of the higher status accorded to technicians, but through its low academic entry standards.

Yet craft training was vital for many industries and technician occupations. Initial TEC programmes were quite unsuitable for this and a lack of diagnostic period in the first year of technician programmes made it impossible to remedy errors in the initial selection process.

What was needed, the document emphasized, was a joint declaration by the Institute and TEC on a common educational purpose and a strong joint drive to improve the service to the public and industry and to eliminate administrative waste.

On the management side the Institute points out that the juxtaposition of a Royal Charter body and a limited company quango has not proved ideal. For TEC to be able to develop its own educational policy to the benefit of the CGL and the public, it should now become an unincorporated body.



The future of the sociology department at North London Polytechnic may again be threatened by a merger.

The possibility of amalgamating the department with another with a more enviable student-staff ratio has once again been raised by the polytechnic's controversial retiring director, Mr Terence Miller (above).

In a characteristically tough report to the polytechnic governors, Mr Miller identifies sociology as one of the college's four "lame ducks" which are "lame ducks" in the rubber technology and chemistry very low student-staff ratios.

The student-staff ratio in sociology is less than 5:1 and it is therefore highly vulnerable in the light of the Inner London Education Authority's intention to set up a "cost ineffective" department in the five London polytechnics.

Mr Miller's answer as an alternative to the stark option of closure for the sociology department is amalgamation with the applied social studies department.

Lord Annan warns of 'low-grade intake' danger

by Peter David

Fears that universities may attempt to boost their flagging incomes next year by taking in overseas students with low academic grades or poor English have been expressed by the vice-chancellor of London University, Lord Annan.

In a letter to heads of schools in the university he says that although institutions are free to admit whichever overseas students they want to, "I trust this will not occur". Students of "real promise", however, could be admitted and sent to another establishment for a year to learn English.

The vice-chancellor's letter warns schools against overestimating the number of students who are likely to be attracted by the new full-cost fees, and against increasing the number of home students. "Universities will in the end lose far more if they continue to take the same number of home students, let alone more, for less money."

Similar advice is being given to universities by the Committee of Vice-Chancellors and Principals,

and a significant reduction in last year's entry next year is regarded as inevitable. The Association of University Teachers estimates that missions next year will be up to 12,000 lower than this.

Mr Andrew Taylor, the association's president, said last week: "This is tragic for many thousands of young people who will be expected to reap the reward of their hard work. The Government, which claims to reward hard work and initiative, is robbing them of the educational and career opportunity which a university career can provide."

Meanwhile, it became clear last week that many universities will be unable to reach the University Grants Committee's end-of-month deadline to supply financial planning details and estimates of student numbers.

Bristol, London, Oxford and Sussex have indicated they may be unable to do so by the deadline. Others who do meet the deadline will be sending replies couched in the briefest and most general terms.

Threat to vacation benefits

New regulations are being considered which could end the perennial disputes over students' rights to claim supplementary benefits during their vacations. Ministers are considering removing students' entitlement under the present system and then clarifying their position in new arrangements.

The proposals follow a Conservative analysis of the Supplementary Benefits Commission's review of social assistance, published last year. If accepted, they will allow students to claim benefits during the long vacation. "We can see no way in which a grant is increased to cover the whole year," an NUS spokesman said this week.

An official at the DHSS said the no firm conclusions had yet been reached on changes in supplementary benefit regulations. The review was continuing and no date had been set for the publication of new proposals.

The present arrangements do not mention students specifically, leaving their entitlement open to interpretation. The new regulations would include a section on students' rights but would also carry out a conservative threat to stop summer school leavers claiming benefit in their first months out of school.

Details have been passed to the NUS officials who are cautiously optimistic that they could safeguard students' present entitlement to claim benefit during the long vacation. "We can see no way in which a grant is increased to cover the whole year," an NUS spokesman said this week.

An official at the DHSS said the no firm conclusions had yet been reached on changes in supplementary benefit regulations. The review was continuing and no date had been set for the publication of new proposals.

Mrs Thatcher enters PCL row

by David Jobbins

The Prime Minister has been brought into a row over a threat to the future of the London Regional Management Centre, the Polytechnic of Central London.

The Inner London Education Authority plans to axe the centre's £30,000 a year grant from August next year and polytechnic rector Dr Colin Adamson says he was told during PCL's block grant meeting with ILHA that at the end of the year "the LRM would cease to exist."

Now Dr Adamson has written to Mrs Thatcher reminding her that Mrs Thatcher was Secretary of State for Education she formally announced that PCL had been nominated as one of the 12 regional centres for management education. He accepted that her present responsibilities lay

well beyond the terms of the problem but asked her to pass his observations to the appropriate authorities for consideration and he hoped action.

In his letter Dr Adamson accused ILHA of opposing the centre for five years and finally insisting it was established on an association basis with other institutions. He says he means of undertaking its own central initiatives in relevant fields of management education.

This he described as a "poor resolution" of the policy originally announced by Mrs Thatcher.

PCL is prepared to go it alone in continuing the centre without ILHA funding. Dr Adamson believes in skills and capabilities could be used in self-funding and educational resource-winning activities.

Boyle joins fees protest

from front page

The recent White Paper on Immigration was described by Lord Boyle as blatantly sexist and racist. "When you think of it, this is a major assault across a very wide front," he said.

Lord Boyle said all those who shared his apprehensions should speak up while there was still time for the Government to think again.

However, Dr Rhodri Jones, Under-Secretary for Higher Education, told MPs this week it was too early to talk about a critical effect on universities since there was no indication of how many overseas students would want to join British

courses in any discipline.

Dr Boyle conceded that some fall in the number of foreign students could be expected but that the discipline indicated was one of only 5 to 8 per cent. The Government would not increase fees for those already on courses beyond the inflation rate, he added.

More than a quarter of overseas students were from countries with a higher per capita income than Britain's, Dr Boyle said, and in many other cases it was possible students were from the elite of the country and not those from the poorest areas.

Letters, page 26

NEXT WEEK

Anthony Quinton on philosophy journals
Profile of Professor von Hayek
Rhodri Jeffreys-Jones on violence in America
Robin Blackburn on 1968 and all that
Peter David talks to David Pearce about his new book on the Windscale inquiry

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£20m clash over public sector cuts delays budgets

Urgent last-minute meetings between the Department of Education and Science and local government officials have been taking place this week to resolve a disagreement about the amount of money for the next year on public sector higher education, writes Peter David.

Both sides accept that spending on polytechnics and colleges in 1980-81 should be cut in line with the reductions planned for other sectors of the education service. But differences in the financial techniques used by central and local government have resulted in a discrepancy of more than £20m in spending forecasts.

The DES proposal is to cut the

higher education "pool", which finances all degree work in public sector institutions, from £350m in 1978-79 to £344m in 1980-81 (at constant November 1978 prices). The local authorities believe a strict application of government spending guidelines should result in a slightly smaller cut, to £340m.

Next year will be the first in which the Government has decided to impose a ceiling in advance on spending by polytechnics and colleges. In the past local authorities have been reimbursed for whatever they spent on "potable" higher education.

The local government case is that the pool had been expected at the time of the Rate Support Grant settlement a fortnight ago, but was delayed because several local education authorities had not yet submitted their spending plans.

Meanwhile, individual institutions will be unable to plan their 1980-81 budgets until the local authorities and the DES resolve their disagreement. Mr Robert Morris, deputy education officer of the Association of Metropolitan Authorities, said his calculations on known past expenditure, while the DES uses a sophisticated forecasting method based on national costs per student. An announcement of the size of

the pool will be increased by 13 per cent over the year to allow for government estimates of inflation. The differences between the two figures arise because local government bases its calculations on known past expenditure, while the DES uses a sophisticated forecasting method based on national costs per student. An announcement of the size of

Polys seek charters in freedom move

by Peter David

In a new move to assert their independence from local government, and the Council for National Academic Awards, the directors of Britain's 31 polytechnics have drawn up proposals to secure Royal Charters for their institutions.

Details of the main features of a charter have been circulated privately to members of the Committee of Directors of Polytechnics. The charters would give polytechnics freedom to award their own degrees and loosen their financial links with local education authorities.

Mr David Bethel, chairman of the Committee of Directors of Polytechnics, has written to Mr Caidie, Secretary of State for Education and Science, recommending that polytechnics should be given corporate status and granted charters. The CNAA would become an accreditation agency, with greatly reduced powers to oversee academic standards.

In a parallel development, Dr Colin Adamson, director of Central London Polytechnic, has asked Lord Hallam, the Lord Chancellor, to reconstitute the former Polytechnic Institution—PCL's forerunner—in 1839. Lord Hallam is a member

of the polytechnic's governing body and the son of its founder.

Dr Adamson explained that it is a long-held local myth connected with who were the last shareholders when the charter fell into disuse. The polytechnic as an institution is investigating the hibernating charter, and the lawyers on the governing body have been very helpful.

"The PCL is not interested in Bethel's views about charters and we never have been. We see our initiative as a way of getting the incubus of the old London Education Authority off our backs, and we do not care how it is done."

But it is Mr Bethel's initiative which has met with the greater success so far. A spokesman for the ILHA expressed incredulity at Dr Adamson's proposals, and said the authority had not been consulted. In Leicestershire, however, the education authority confirmed that it was considering proposals from Mr Bethel to change the status of Leicester Polytechnic.

Mr K. A. Taylor, the authority's assistant deputy director, said the proposal had been the subject of discussions with the polytechnic but had not yet been put before the governing body or the education committee. He added: "We have continued on back page



Diploma fails to secure status

by John O'Leary

Only 60 out of 7,000 students embarking on the Diploma in Higher Education are known to have accepted it as a qualification in its own right.

Despite increasing success in attracting students, the experimental two-year course proposed in the James Report, has so far failed to secure independent status.

Fewer than 10 per cent of those enrolled on DipHE courses have completed their two years' study and gone into employment, the majority having transferred on to degree courses. Only three of the 16 new courses starting this year are designed to be "free-standing" and the majority of those submitted

for next year will also form the first part of degree courses.

Academics engaged on DipHE projects are concerned that the development of the qualification is being stifled through the reluctance of institutions to initiate non-degree work. They also claim that schools are discouraging sixth formers from embarking on the diploma.

The Association of Colleges Implementing the DipHE, whose survey provides the first national picture of student numbers, discussed the slow growth of free-standing diploma courses at a week-end conference. It concluded that there was a resistance to development at all levels of higher education in spite of rising numbers on almost all courses.

Of free-standing courses examined in detail, only one had failed to increase its intake of students in successive years and most had reached their targets this year.

Some 78 per cent of students starting DipHE courses at the six colleges last year were over 21 on entry and 62 per cent were admitted without the usual two A-levels.

The ACD survey showed that of the 4,000 students enrolled on DipHE courses in 1976, 653 had been awarded the diploma and only 32 were known to have gone into employment. A further 50 were unaccounted for. A similar proportion had completed their studies with the DipHE in 1977.

MPs reopen funds issue

Backbench MPs are to reopen the issue of changes in the system of funding student unions during next week's sessions of the Public Accounts Committee. But they will hear on new proposals to satisfy their criticisms of the existing arrangements.

Sir James Hamilton, Permanent Secretary at the Department of Education and Science, will tell Wednesday's meeting that the matter is still under discussion. Further lengthy consultations are likely before any changes are proposed.

Discussions at ministerial level have so far failed to produce an acceptable alternative to the present scheme, although it is accepted that new arrangements will have to be agreed in the New Year. No new schemes have yet been put to the parties involved.

Although concern among PAC members about lack of accountability in the present system appears to have subsided since the matter was raised last year, there is still a demand for the machinery to be overhauled.

Dr Rhodri Jones, Under-Secretary for Higher Education, is known to find the subject of union financing a thorny and unwelcome problem. Consideration has been given to an adaptation of Labour's present continued on back page

Colleges wait for budget news

Polytechnics and colleges will have to wait until at least the middle of December before hearing how much money they will receive in their 1980-81 budgets.

Late replies to a Government circular by a number of local education authorities have prevented an announcement in last week's Rate Support Grant settlement of the size of the public sector higher education "pool" next year.

This year will be the first in which the total size of the pool, which finances all degree work in colleges and polytechnics, is to be fixed in advance. A spokesman for the Department of Education and Science said an announcement of the size of the pool, and the allocation to individual authorities, was expected by Christmas.

Meanwhile, there was some comfort for local authorities last week when the Government announced that it would continue to set the Rate Support Grant at 61 per cent of local government's relevant expenditure.

There had been fears that the central grant would be reduced to cover only 57 per cent of spending, with the remainder falling on local rates.

Mr Carlisle, the Secretary of State for Education and Science, said spending on education by local authorities would be about four per cent less in 1980-81 than it was last year.

Relevant expenditure on education in England and Wales next year is estimated at £5,703m, out of total local government spending of £15,737m. Local government sources expect the higher education "pool" to be about £360m.

Government keeps Secrets Bill on ice

The Government has decided not to proceed with its controversial Protection of Official Information Bill, in light of the Hunt spying scandal.

The Bill had been widely criticised for placing oppressive restrictions on the education and publication of official information.

Contents

Philosophy



In the first of a series on academic journals Anthony Quinton discusses the importance of philosophy journals for the health of the discipline. 9

F. A. Hayek
Peter Scott talks to the right-wing economist who has been accused of being Mrs Thatcher's "professorial pin-up". 7

Keith Hampson accuses the Left of intellectual corruption. 25

Australia
The Williams Report, aborigines, and Deakin University are among the subjects of a special report on Australian higher education by Ngaio Crequer. 11-16

Civil disobedience
Rhodri Jeffreys-Jones reviews four new books on black violence and civil disobedience in America. 17

Windscale inquiry
Peter David talks to David Pearce about his new book criticizing present policy making for nuclear energy. 8

Shirley in Cabinet
Steven Muller finds President Carter's choice of Shirley Hufstetler as first US Secretary of Education a strange one. 27

North American news	5
Overseas news	6
Books	17-19
Noticeboard	24
Classified index	20
Union view	25
Letters	26

Special fellowships should ease science staff stagnation

by Robin McKie
Science Correspondent

The Science Research Council has given the go-ahead to an ambitious plan aimed at easing the critical staff stagnation problem which now affects British universities.

Its central council last week decided to promote a special release fellowship scheme intended to help more senior research workers vacate tenured posts which can then be filled by young scientists.

The package will be launched by setting up 15 fellowships at the beginning of the next academic year and will be followed by further annual additions of 10 new awards. This will then provide a total of 45 special release fellowships within four years.

At this level of commitment, the scheme will eventually cost the SRC between £300,000 and £450,000, although the council's future involvement depends on the Government's guidelines for future science budgets.

The SRC gave approval in principle to the scheme last July after asking for more detailed proposals before giving the final go-ahead. Universities were asked to submit their views on the plan and in the light of their enthusiastic replies, the council decided to proceed.

Each new fellowship will only be accepted by the SRC as a complete package. This means the research projects of both the senior worker and the new man will have to prove their academic excellence. The total net cost of creating the post and new work will then be met by the council.

The release fellowships have been proposed as one remedy to the ageing structure problem at universities which has been deteriorating since the higher education expansion of the early 1960s, when new

departments were created and manned at senior levels with young scientists.

In recent years, economic recession has ended the creation of additional posts and the distribution of posts has been frozen.

In many science departments there have been no new appointments for 10 years—and where there have been vacancies, these have been filled from within departments, thus halting the crucial flow of ideas and talent between universities.

Now, in a small scale, the SRC hopes to help the problem by easing some senior scientists out of posts and away from administrative duties to allow future phasing in of new research workers. These new workers may not directly take up the vacated posts, but could fill other positions freed by departmental scientists promoted into the senior researchers' job.



The bicentenary of the death of David Garrick, the Shakespearean and theatre manager, is celebrated in an exhibition which opens at the British Library's gallery in the British Museum. The exhibition includes Garrick's collection of early English plays, costumes and portraits and manuscripts. It ends next February 24.

Certified accountants propose exam reforms

by Patricia Santinelli

Proposals for a new scheme of accountancy examinations to start in 1982 have been put forward for discussion by the Association of Certified Accountants.

The association with over 65,000 registered students and around 250 examination centres in some 50 countries is proposing to replace its five-part examination with a three-part structure.

The new structure is intended to ensure that no student is denied the chance of a professional qualification because of his employment, educational method of study, or geographical location.

"We have found that because the rigid framework of the present five-part structure predetermines the order and grouping of subjects, students have not always been able to coordinate their studies with

their work experience", says the association.

It hopes the new system would allow students to more readily take advantage of any specialist experience that their employers offer, and if necessary be able to change employment or methods of study to acquire relevant experience in other areas.

The first of the three levels of the new examination would be an examination for non-graduates covering subjects such as accounting methods and cost and management accounting.

The second level would include such subjects as auditing, company law and practice of taxation plus a paper offering a limited range of options such as executorship and trust law and accounts.

The third level or final examination would consist of four papers including subjects such as advanced financial accounting, management, taxation and tax management.

NELP's social work course in danger

by Peter David

A social work training course at North East London Polytechnic, suspended two years ago because of a legal dispute, is in danger of closing permanently as a result of staff shortages.

The course, leading to the Certificate of Qualification in Social Work, hearing the centre of a High Court authority tried to force course staff to accept one of their employees as a student.

The Central Council for Education and Training in Social Work for the polytechnic to the courts for forcing the council's selection regulations. The court agreed that the student, Mr Vyas, had not been admitted properly.

Now the course, which has not enrolled any first year students since CETS suspended recognition in principle, is to reopen next September. But there are fears that senior staff essential to the course will not be replaced when they leave.

Both the principal social work tutor and senior lecturer on the course have resigned from the institution. A polytechnic spokesman confirmed this week that although the posts had been advertised, no appointments could be made until the polytechnic decided on a new policy of economics.

Oxford encourages comprehensive pupils

by Sandra Hempel

The success of a scheme to help comprehensive school pupils get science places at Oxford has led to a similar plan for students of politics, philosophy and economics.

The new scheme—which is limited to a three-year trial period—is limited to pupils from ILEA schools. Five colleges, Oriel, Somerville, Corpus Christi, Keble, and Mansfield—each offering one place in 1981 for which the minimum requirements are two grade B passes and one grade C pass at A level.

The aim of the scheme, the initiative for which came from a group of dons, is to encourage able pupils from schools with no traditional links with Oxford to try for places. Dr David Charles of Oriel College stressed that the scheme did not mean a lowering of entry standards or an attempt at reverse discrimination.

"We noticed that very few pupils

from ILEA schools were able to do PPE and in many cases pupils need an unusual aptitude to apply for a job at Oxford. The scheme aims to get down this psychological barrier and put some of the initiative in the hands of the local authority instead of the pupil."

A similar scheme offering places is now in its second year. A meeting between the ILEA and representatives from the London schools agreed the scheme earlier this year. School leaders will suggest the pupils they think will make the best fit from the scheme. The 15 will visit Oxford next summer to decide if they wish to apply. ILEA panel will then select 16 and 20 students to go to the colleges for interviews.

PPE was chosen as being a subject that relies less heavily on past knowledge than other subjects. It is successful in its first year and can be extended for another year.

Taxman held at bay from research grants

by Robin McKie
Science Correspondent

Universities have gained a precious respite in their battle to halt an erosion of research grants being rated for Value Added Tax—by Customs and Excise has now agreed to postpone the implementation of the 15 per cent tax on Britain's £100m annual research grants bill until April 1981.

Originally customs officers had planned to introduce VAT for research grants this financial year, but the move was put back until April 1980. Now the Committee of Vice-Chancellors and Principals has learned that a further year's delay has been achieved.

Although this decision will bring about some optimism that the VAT introduction can be successfully contested, there is still great concern in university science departments and research councils about the move.

A 15 per cent cut in basic research funds would cripple the country's already beleaguered science budget. And even if—as is more likely—the tax is paid and then reclaimed, it would still involve universities in complex, detailed administrative work that would have to be carried out by an already strained staff system.

Public money would be wastefully circulating through university and government accounting systems for considerable periods.

And there would still be a direct loss of funding, even if the VAT was reclaimed. About 20 per cent of the £100m research bill is raised by charitable organizations who would probably be unable to increase their donations to compensate for the tax loss. This would

represent a £3m reduction in research grants for universities.

At present the CVCP is vigorously campaigning against the proposed VAT introduction. "If the matter proceeds on its present course, we believe that virtually all university research contracts will become liable to VAT," a CVCP sub-committee on Value Added Tax has warned in a confidential report.

And this report quotes a letter written by Sir Geoffrey Allen, chairman of the Science Research Council, on behalf of the heads of the research councils to Sir James Hamilton at the Department of Education and Science.

"We are appalled by the amount of unproductive extra work which will be imposed on research councils and in universities and polytechnics, if the presently proposed administrative solution to the problem of VAT on research grants goes through," it states.

The Customs and Excise department argues that where activities involve making supplies "for a consideration" this constitutes business for VAT purposes. Any research which is specially commissioned and for which a payment is made should be regarded as a supply of services and should be taxed.

The universities maintain that only in cases where the commissioning body gains commercial advantage—through patent or publication rights for instance—should VAT be payable. Research should not be liable to the tax if the rights are merely reserved to protect the national interest—as is the case with grants from research councils. Government departments and charitable foundations.

Report proposes service to aid student transfers

by Sandra Hempel

A national information service to assist transfers in higher and further education is recommended in a report to be published next month.

The report, from a DES-funded research team based at Exeter University and headed by Mr Peter Toyne, says that the new service should be able to deal with an estimated 18,000 inquiries from around 600 institutions, and to cope with the peaks of demand—autumn for universities and mid to late summer for other institutions. It should provide information quickly for individual institutions and circulate all institutions with details of new agreements that affected entry to courses and credit transfers.

The proposed system would be essentially self-financing, although direct central funds would be needed to set it up. It might be possible to get some EEC finance. The initial cost of getting the service off the ground would be around £190,000 while it would cost £220,000 to run for institutional users and £260,000 for students.

Potential students had a direct need for a service to help them find out about the opportunities for credit transfer. There were potential problems here of confidentiality and of setting precedents on admissions by the release of information but nevertheless the need was real and must be met.

Other fears about setting up the system were that it would result in excessive bureaucracy and would create rather than break down educational barriers. Many observers were also worried that the service might encroach on the autonomy of individual institutions.

Four categories of information were needed: a description of courses and qualifications; institutional qualifications for initial entry or in grading advanced students; recommendations and agreements on qualifications; and progress obtained by credit transfer students.

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Warning on graduate job prospects

by David Jobbins

Graduates may find 1980 a less fruitful year for jobs than last year's. This is in stark contrast with the previous year, when early optimism about graduate job prospects was more than justified.

Employers are enthusiastically seeking numerous people from almost any discipline to work with computers or train for accountancy. The fast-rising interest in computing is supported by the latest figures from the Universities Central Council on Admissions, which show an astonishing 56 per cent increase in applications for computing places at United Kingdom universities for 1980.

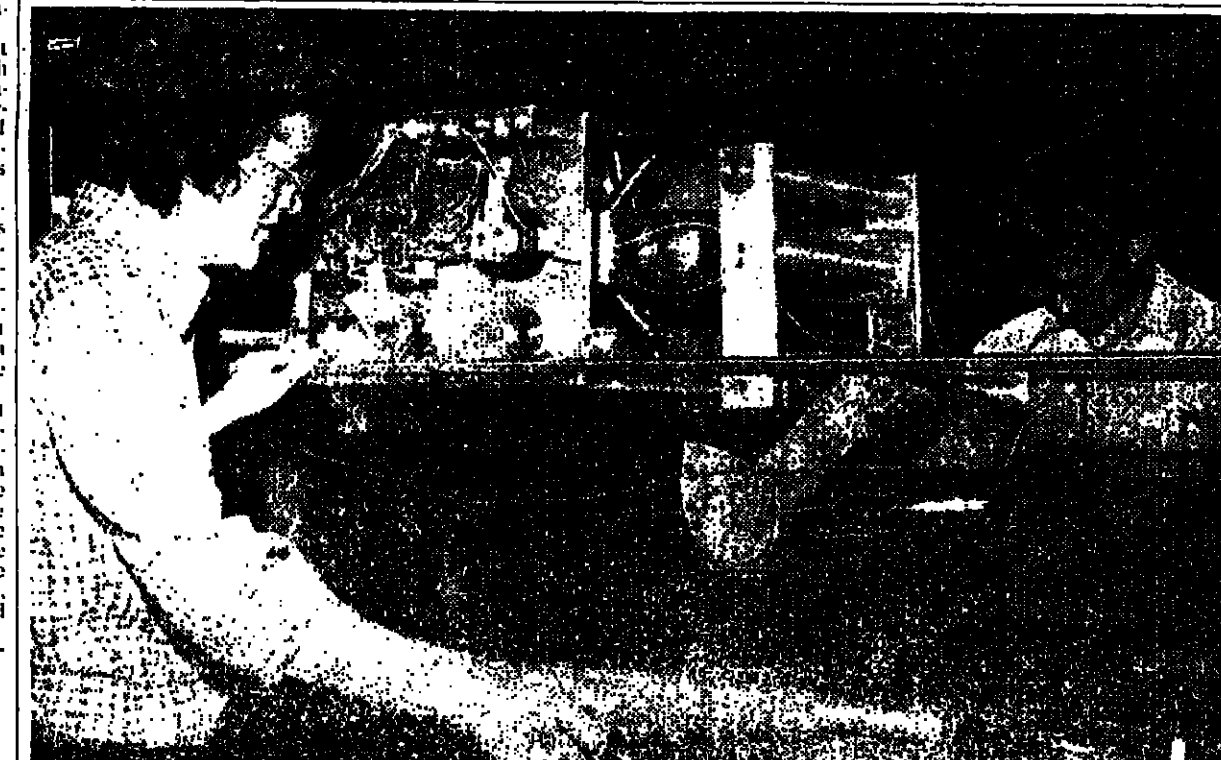
During the last year demand remained higher than could be met

in the main engineering disciplines, in the physical sciences at the level of research and development work, and, of course, in mathematics and computer science.

CSU has found that "beyond these specialties prospects are not so good". It fears that demand will not show the same proportionate increase it has in the past two years.

Specialist graduates who may feel the cold as a result of tightening are those employed mainly within the public sector—town and country planners, some architects, highway engineers, social workers, librarians, pharmacists, educational psychologists and teachers.

Both the public sector and private



Janie Taylor and Glen Keller of Edinburgh University's wave power team work at "a nodding duck", part of a wave energy project which has just received a £400,000 Department of Energy grant. The project, led by Mr Stephen Salter, of the department of mechanical engineering, has so far succeeded in developing Edinburgh engineers to build a series of 80 energy-generating ducks and in design a full-size unit. These units will be about 10 metres in diameter and would be moved in series in the North Sea to provide electricity at economic rates.

V-cs comment on 16-plus exams

by Patricia Santinelli

A combined GCE and CSE examination for 16-plus should be developed voluntarily by existing examining boards and not by a new national body, university vice-chancellors said this week.

The Committee of Vice-Chancellors and Principals' comments in response to a discussion with the Minister of State on what agreement can be reached about ways of reducing the problems for schools arising from the present dual system while simultaneously maintaining standards set by O-level examinations.

The committee welcomes the GCE boards' proposals for the development of comprehensive syllabuses for the GCE/CSE ability range and the improvement of time-tables. But it stresses that the GCE boards should continue examining pupils at the upper level and the CSE boards' pupils in the lower level range.

It emphasizes that the GCE boards should continue to exist in order to guarantee standards at O level and ensure continuity between O and A levels, especially as the two examinations are financially independent.

"We would envisage that both types of board—GCE and CSE—would continue to co-exist, developing common syllabuses but with separate examinations and awarding bodies. Eventually a single scrupulous of grading would come into being by voluntary agreement," the CVCP says.

Although it does not seek specific representation during the period of consultation towards a common GCE/CSE system, the committee thinks that both universities and GCE boards should be strongly represented so as to maintain academic standards in the content of comprehensive syllabuses and criteria for GCE and CSE equivalence.

OU course teams accused of causing depression

The much acclaimed concept of the Open University course team has come under double attack this week.

The first onslaught has come from Professor Michael Drake, of Open University social sciences, who has described them as "a cancer", while an investigation by the Tavistock Institute of Human Relations has concluded that the teams bring about a destructive environment which causes despair and depression in those taking part.

In an article in the Open University magazine, *Teaching at a Distance*, Professor Drake argues that the course teams are a menace to academic output and reputation of the Open University and where good courses have been produced and maintained this has been in spite of, rather than because of, them.

He adds that much of the acclaim for course teams comes from the fact that their printed material and experimental kits look so good, which adds to the reflected glory already felt from association with the BBC.

A major problem, he argues, is the general nature of academics who tend to have a number of career characteristics. They all tend to be keen on exploring new

possibilities, on discussing what might be done, on discovering and articulating problems. Far less common among academics is a strong desire to define solutions, and even less to implement them.

A second drawback stems from the course team's emphasis on content rather than on teaching. "Most academics are more interested in gathering and analysing information than on projecting it. Teaching is not their primary function."

This means that when the time comes for writing the unit, for preparing the television or radio scripts, the course team begins to disintegrate.

Professor Drake also argues that by providing an initially lively atmosphere for exchanging ideas, the course team also acts as a surrogate for research.

The Tavistock report, based on research carried out from April, 1978, paints an even gloomier picture for those involved.

"The shared experience which people report of course teams is their disappointment," it states. "Indeed, as the project proceeded, and as we conducted more interviews, we began to wonder at the magnitude of the cost to individuals who were engaged in making these courses."

Mr Kinnock stands by fees plan

Mr Neil Kinnock, MP, Opposition education spokesman, said this week that he would persist with a controversial plan to charge private school pupils full-cost fees when they go to university. He said the aim of his proposal was to bring home to parents the consequences of subsidising private education.

Acknowledging one "serious reservation" held by some critics of his plan, Mr Kinnock said, this week, it was not his intention to

punish children "for the sins of their fathers".

His idea is part of a whole package of proposals to be considered by the Labour Party's working party on non-maintained schools. In the past attempts to tackle the subject have foundered on legislative difficulties.

The present proposal, if approved by the working party, will go before the NEC's science and education sub-committee.

Students to produce their own alternative manifesto

by John O'Leary

The National Union of Students is to produce its own "education manifesto" to put to the Government in the New Year. The document, which was first suggested publicly at a conference last weekend, will put forward a comprehensive policy for tertiary education during the 1980s.

Its aim is to provide a positive alternative to present policies in higher education, rather than simply committing NUS to a negative campaign against expenditure cuts. The manifesto will include an examination of secondary education policies as part of its arguments for new initiatives after school.

The NUS Education Conference, held in London last weekend, endorsed the concept of the manifesto and saw the first discussion on its contents. Further debates will be held at the various specialist conferences in the New Year, with a view to completing the submission before the union's annual conference at Easter.

Mr David Aaronovitch, national secretary of NUS, said the manifesto was expected to rejuvenate the union's work on educational matters. It will unify the presently uncoordinated policy on a wide range of issues and should include proposals for putting the union's attitudes into practice.

The launch of the manifesto is aimed to coincide with NUS initiatives against Government cuts. Mr Aaronovitch said that other unions were likely to produce similar documents outlining their alternatives to Government policies in other public services.

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Poly job for ex-minister

Mr Gerry Fowler, who was a Labour minister with responsibility for higher education and formerly MP for the Wrekin, is to become a deputy director of Preston Polytechnic in the New Year.

Polytechnic director Dr Harry Law said this was an academic appointment on the same level as the present deputy director, who is responsible for resources.

Responsibilities will include overseeing the operation of the academic development programme, academic standards, liaison with validating bodies, research and consultancy policy, short courses and continuing education.

There were 89 applications for the job, and Mr Fowler was appointed from a short list of four.

Youngsters 'need' some cash incentives

Cash incentives for the acquisition of skills would make more 16-18 year olds make use of educational provision, the Managerial Professionals Staff Liaison Group have told the Secretary of State for Education.

The MP and SLG which represents 500,000 union members from education, health, finance, public service and management are calling for an immediate inquiry into why more 16-18 year olds are rejecting further education.

The group believes that payment, an incentive practised in other countries, would balance the higher salary levels currently paid to unskilled workers.

"At present the bias is against the professional association, in favour of the syndicate. Nowhere is this more clearly reflected than in the removal of differential and in other disincentives towards take up education in the 16-18 year age range."

The group says that the decrease in youth unemployment has resulted only in a marginal increase in the number of young people remaining in education and seemingly this has been caused mainly by numbers transferring from part-time to full-time education. Those young people full-time courses in both schools and colleges in 1976/77 only amounted to 197,000 out of a total population of 1,995,000.

The group is also calling for the end of what it calls the expensive duplication of effort by the Man-

power Services Commission and conventional education system. It wants coordination of different types of provision in this age group assisted by a network of the "points system" of schools to promote free movement.

The group completely rejected a certificate of extended education which it describes as a post-qualification, designed to attract students from more appropriate courses and unlikely to find a position as other than a failed level.

It is concerned that routes to professional qualification are being forced rather than broadening. It recommends that progression of students should be maintained and that the provision should be made for a keyhole.

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Help in choice of career

Young people undecided about what course best suits their future plans can now consult a new Department of Education publication, *Choosing Your Career*.

The booklet, in the *Choosing Your Career* series, contains guidance on the types of courses available, in further and higher education and the standards and qualifications needed. It is available free of charge from Room 2/11, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

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Eight million religious words

A new eight million word project on the world's religions involving scholars from all over the world is to be edited by Professor Ninian Smart, of the Department of Religious Studies at Lancaster University.

Called *The New Hastings Encyclopedia of Religion*, it will include a description and analysis of the world's religions and secular beliefs of each major country in the world.

A new eight million word project on the world's religions involving scholars from all over the world is to be edited by Professor Ninian Smart, of the Department of Religious Studies at Lancaster University.

Trust announces £9m research grant

The Wellcome Trust has announced that it allocated £9m towards research into the medical history of the world in August, 1979. This compares with the £7.2m donated the previous year.

The main areas supported are basic research, £1,725,000; medical history, £1,261,000; genetic research, £1,255,000; and health, £1,191,000; medical research, £724,000; and veterinary research, £709,000.

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MP warns of graduate emigration



Mr. Nicholas Winter, MP—
"Ideals are scant comfort."

Graduate emigration would be the result of enrolling increasing numbers of students in a depressed country like Britain, according to Nicholas Winter, Conservative MP for Macclesfield.

He said that the country could not afford to finance other countries' prosperity by educating students who would then drift abroad after a better future. Mr. Winter told Warwick University Conservative Association last week.

"First let us reduce inflation and refloat the economy and then we can invest in our hearts' content in higher education when we can offer graduates a secure future here."

If some universities but to cut the scope of their courses it might be no bad thing, he continued. There were many degree courses that contributed little to Britain's needs.

"The social sciences, the humanities and the arts are notorious for producing graduates who are ill-equipped for the world beyond their ivory towers. Ideals are scant comfort when all the future holds is indefinite unemployment."

The United Kingdom rightly boasted about its high standards of education but university vice-chancellors did that reputation to justice if they simply wrung their hands and put on sackcloth and ashes every time they were faced with difficulties. If British education was really that good then it must be sold to the world and foreign students would come, not just Britain was paying the bill, but because standards were so high.

Decline in applications

The decline in the number of overseas applications for British universities for 1980 is continuing according to the Universities Central Council on Admissions.

With one-third of expected applications already in, UCCA has disclosed that overseas applications on November 1 were two per cent down on last year.

In contrast, UK applications are five per cent up. UCCA is careful to point out that any trends must be regarded as provisional. But it suggests that because overseas students are now tending to apply earlier than usual, final numbers may suffer an even larger decrease.

Total applications are five per cent up—54,521, compared with 52,164 last year.

A six per cent increase in the number of women applying for university places appears to be a continuing trend.

Guide published

A guide through the jungle of European organizations promoting educational links between countries has been published by the Department of Education and Science. The guide explains the functions and activities of the European Economic Community, the Organization for Economic Cooperation and Development, and the Council for Europe.

Long-range grappling with polytechnic and college fortunes

by Peter Scott

More than 100 of the leading figures of the non-university sector of higher education spent two days last week clustered in a Bournemouth hotel, trying to grapple with the sudden change in the fortunes of polytechnics and colleges since May 3.

Any grappling, however, was a rather long-range affair. The conference had been organized by HM Inspectorate and its theme was "Higher Education into the 1990s: the Contribution of the Maintained Sector". Many directors and principals complained privately that everything was being discussed except the most important question of all: would there be any money?

Only Dr George Tolley of Sheffield Polytechnic raised this key question of resources in an open session—until Mr Alan Thompson,

deputy secretary at the DES, descended from Elizabeth House on the final day to point out, in the most discreet fashion, that the most pressing expectations of last winter had been replaced by winter with a new theme: stability with scope of innovation and excellence.

The audience in Bournemouth was impressive, a fair sprinkling of college principals and local authority officers, and almost 100 per cent attendance by the polytechnic directors. The latter apparently had been issued with a three-line whip and tended to dominate the discussion to such an extent that one of the conference appeared to be the first open meeting of the CDP, of the first open meeting of the CDP.

But the main plot was inevitably weak. Many members of the audience in fact were not able to follow it. Was this conference the fig-end

of the debate triggered off almost two years ago by the Brown Paper, the simple HMI conference it pretended to be, or the first conference of the Boyson "stability and excellence" series?

However, the sub-plots were more interesting. Apart from the plenary sessions, the conference was broken up into nine discussion groups. These groups were asked to discuss two questions of considerable breadth: "What should be the range, mode, style and balance of the higher education system by the 1980s and 1990s?" and "What should have been answered?"

The gossamer as usual was best of all. A preliminary paper on institutional autonomy circulated by the Society of Education Officers was dismissed as the CDP as Beta minus in public, and Gamma minus in

private. There were the inevitable complaints about the schoolmarm tone of Sheila Brown's speech at the opening day. Even more inevitable were the references to moving the deck-chairs on the Titanic to short lists and selections for vacant directorships.

Finally, Dr Ray Rickett, director of Middlesex Polytechnic, criticized *The Times* for suggesting that he was unrealistic when he suggested that the present 13 per cent participation rate could easily be increased. Rate taken—although it was probably a misunderstanding—anyway, Dr Rickett has given *The Times* a copy of two preliminary answers in October which prove there will be no cut in spending on higher education. Our representative was sceptical. Here there is a disagreement not a misunderstanding.

Time to face up to a radical challenge, says DES man

Higher education faced a more radical challenge today than it had for 20 or 30 years, Mr Alan Thompson, deputy secretary at the Department of Education and Science, told the conference's final session.

He had to come to terms with stability while still finding scope for change and innovation, he added. Stability could not be changelessness. There must still be room for innovation but growth in one area would have to be balanced by contraction in another.

Mr Thompson admitted that less than a year ago the DES had produced a document which related entirely to indicators like the participation rate and said nothing at all about values such as relevance. "None were in a very different world indeed," he said.

He added that he could not guarantee level funding for higher education. The likely prospect was that resources would be sufficient at best for a constant level of funding, indeed if the outlook for the economy did not improve higher education could only look forward to slightly declining resources. So the expectation of stability was possibly an optimistic one.

Mr Thompson also emphasized "out-reach" programmes to attract less traditional students into higher

education had to be balanced by the need to protect excellence. He felt that universities, polytechnics and colleges would necessarily have to concentrate on their strengths. "The intention must be to secure strength rather than distribute weakness," he added.

Two broad lines of policy were at present being pursued by Mr Thompson: to cope with stability, Mr Thompson said, the first was "the modification and elaboration of the external apparatus of course control". The present mechanism through regional staff inspectors and regional advisory committees was adapted to continuous expansion and had to be changed.

"Any future system will have to have a substantive as well as an additive form," he said. "There will have to be scope for the withdrawal as well as for the giving of approval. He admitted that this was a "fraught thought" but added that a head-on approach would not work. A more thoroughgoing approval system was required.

The second policy strand was the DES's desire to do something about the subject balance of higher education. He denied that detailed manpower planning was required but insisted that the system required "a broad steer" derived from the employment sector in terms of broad subject areas.

"Every administration has gone some way down this road, but never very thoroughly," Mr Thompson added. "The intention at present is simply to distill from the messages of the market a broad set of sailing directions for the system as a whole."

He indicated that this "broad steer" might mean that a balance would have to be kept between polytechnics, arts, science, technology and professional courses. The universities through the University Grants Committee would be included in this "broad steer".

Mr Neil Merritt, director of Ealing College of Higher Education, asked who would be doing the steering. Mr Thompson replied that all levels of the system would be involved but there would inevitably be a regional component as at present and there was also an important role for a national component.

Mr Terence Miller, director of the Polytechnic of North London, said he was very agitated by the prospect of the present ad-hoc system of national planning going indefinitely. He said there was an urgent need for a central group of respected people who are trusted to plan and down the system to replace the present argy-bargy of incredulous intellectual level with its Byzantine ramifications, enclaves and all."

Leader, page 27

'Anti-intellectual' mood in Britain

There is a mood of anti-intellectualism abroad in Britain, said Professor Maurice Kogan, professor of government and social administration at Brunel University.

Professor Kogan, who was speaking on purpose and values in higher education, said there was also a mood of public institutions which "tells us that the market should be allowed to assail the sense of competence of any institution that depends on public funds."

He had no doubt the unrelenting expansion of the public sector and "some cockiness in the educational world" were partly to blame. But the danger was that higher education would be too silent in its uncertainties.

"Let's hope that quite soon some noise about purposes will develop and that the planners will have something upon which to feed their minds other than the interminable ruminations of government machines that must also now be uncertain about their purposes which they administer," he added.

Professor Kogan explained that his own preference was for a system that was wider in its purposes rather than narrower, to retrieve the lost opportunities of the vast majority of people in the country who left school at 15 or even 14.

He added: "The falling birth-rate, a declining economy, an alienated work force, and an

unwanted education system, all seem to be part of a single downward spiral that was created by people and can be created by people."

Sir Norman Lindop, director of Hatfield Polytechnic, said during the discussion that followed Professor Kogan's speech that he was against "neo-Robbinism" if this meant every institution trying to do everything. He believed the system needed more specialized goals.

Professor Kogan said that he did not believe in the present binary policy. "If there was a more pronounced grant of charters, the polytechnics could come into their own."

A course aimed at working class adults was described by Ms Elaine Fildes, of Liverpool University's Institute of Extension Studies.

"Second Chance to Learn" course, run jointly with the WEA, lasts for 20 weeks, and enrolled 40 students (out of 150 applicants).

Students attend for one day a week, and also have a tutorial which might often be held in their own homes.

The course uses writers' workshops and history workshops to help break down the distance between students and their ideas of academic study. It keeps to school rather than university terms, and also to a shortened day as at Hatfield.

Social workers seek training

Increasing numbers of residential social workers are applying for qualifying training.

The Central Council for Education and Training in Social Work says numbers are up by 40 per cent from 913 in 1975 to 1,288 in 1978.

Intakes of residential workers on COSW courses have risen from 230 in 1975 to 593 in 1978.

Students with residential backgrounds represented 24 per cent of the intake to COSW courses in 1978.

At the same time, the drift away from residential work by newly qualified students is dropping around 30 per cent. It is dropping. Some students have always entered residential work simply as a preparation for training, says COSW. In 1978 over half all applicants from residential settings had two or more years' experience in residential work and when the

increasing numbers of fieldworkers and new entrants opting for residential work are taken into account, the drift is as low as 10 per cent. In addition some students on four year COSW degree courses will enter residential work.

At the same time, however, 40 per cent of the unsuccessful applicants to non-degree COSW courses last year came from residential backgrounds and their chances of getting a place were almost half those of fieldworkers, although the two groups had similar ages, length of experience and educational qualifications.

Discussions are going on about ways of recruiting more people to residential work on a voluntary basis. COSW courses and COSW is also concerned about the small numbers of students coming forward from voluntary agencies. It calls for more training resources in the voluntary sector.

Governors join fees protest

Governors of North London Polytechnic have joined the growing protest at the Government's plans to increase overseas student fees.

They have written to Mr. Mark Arliss, Secretary of State for Education, seeking a meeting to discuss the issue. The matter is of major importance to the polytechnic, which draws 19 per cent of its students from overseas.

The governors fear that there will be long-term damaging effects both for polytechnics and universities. At PNL it is expected that many overseas students could be taken on to several courses at low marginal costs which would be more than covered by existing fee levels.

The governors are angry that, because of a change in policy, existing students should have to pay fee increases which go beyond the adjustment necessary because of inflation.

The court (of governors) regards this as a breach, if not of contract, at least of the understanding on which students began their course, they say. Extra charges should apply only to new students.

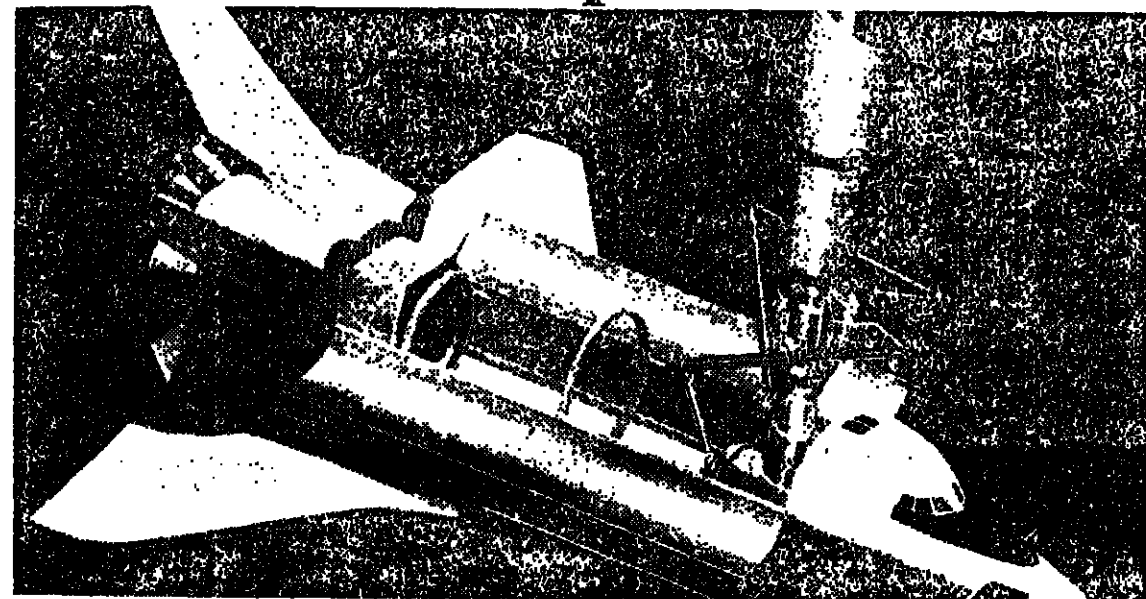
The governors dismiss the DES hardship fee remission fund as a sham and inadequate way to remedy the problems caused by a change of policy.

Dr E. S. Page

Dr E. S. Page, the new vice-chancellor of Reading University, was formerly pro-vice-chancellor and professor of computing and data processing at Newcastle University, and not at Durham as stated in *The Times* on November 16.

North American News

Rivals vie for space contract



Artist's impression of the Space Shuttle which NASA is developing. From Clive Cookson

WASHINGTON

Four rival university consortia are vying for the contract to build and manage a major new astronomical research centre for the National Aeronautics and Space Administration. The Space Telescope Science Institute, as it is to be called, will be the ground base for the space telescope which NASA is developing at a cost of \$500m to put into orbit in 1983.

The competition is intense because the institute is likely to be the astronomical research for the remainder of the century. It has been described as one of the more sought after academic plums of recent years.

It is easy to confuse the competing consortia, because not only do they have similar names—Associated Universities Inc, Universities Space Research Association, Universities Research Association and Association of Universities for Research in Astronomy—but also many universities belong to more than one group.

All four consortia are already well established, with boards of directors and full-time administrative staff—they were set up years or decades ago to manage national laboratories or observatories.

Both AUI and USRA are proposing the same site, Princeton, for the Space Telescope Science Institute. They will be quite different proposals, said John Balcells of Princeton's Institute for Advanced Study. "They have chosen different sites in Princeton and they have different management structures."

AURA is putting forward Johns Hopkins University, and USRA is proposing Fermilab, the National Accelerator Laboratory near Chicago.

In addition to these four groups, other organizations may bid for the contract when NASA formally issues its request for proposals. For instance the Battelle Institute, a nonprofit research institution, is said to be preparing to enter the bidding with another Princeton-based proposal.

One curiosity of the competition is that Johns Hopkins is not a member of AURA, the association proposing its Homewood Campus in Baltimore as the site for the new institute. Yet Hopkins is a member of the other three consortia which

are proposing Fermilab or Princeton.

Arthur Davidson of the physics department at Johns Hopkins explains that this is because the 14 members of AURA are all universities with big astronomy departments—Hopkins does not have a separate astronomy department, though its physics department and applied physics laboratory contain some first-rate space scientists. AURA already runs three observatories for the National Science Foundation, including the Kitt Peak National Observatory.

Johns Hopkins and Princeton are throwing their full institutional weight behind the AURA and the AUI and USRA proposals respectively, and the University of Chicago is doing the same for the USRA because Chicago will develop close institutional links with the space telescope institute if it goes to Fermilab, which is 40 miles away.

The three universities are helping their proposing consortia to lobby NASA and to raise endowments of a few million dollars each, which would be used to supplement the operating budget of \$5m to \$10m a year supplied by NASA.

The European Space Agency is cooperating with NASA on the space telescope project, contributing 15 per cent of the budget—about 15 per cent of the 100 to 150 resident staff at the new institute.

"We are putting forward Johns Hopkins University, and USRA is proposing Fermilab, the National Accelerator Laboratory near Chicago."

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several hundred times greater than that visible through the biggest land-based instruments.

It will allow scientists to study individual stars in the distant galaxies and perhaps to detect planets orbiting stars in our own. They will be able to make observations in critical infrared and ultraviolet regions of the spectrum, which are closed to ground-based observations because of strong atmospheric absorption.

Although the space shuttle's first launch, once scheduled for March 1978, has been delayed by serious technical problems until late 1980 at the earliest, NASA still expects the space telescope to lift off at the end of 1982, the original target date.

As the shuttle programme has slipped further and further behind schedule, the space telescope has been moved up the queue of shuttle users from hundredth to about thirtieth position.

But that is about as high as it can go, says David Schramm, chairman of the University of Chicago's astronomy and astrophysics department. Any further slippage—which many observers think is inevitable as NASA continues to wrestle with defects in the shuttle's engines and heat shielding—would certainly affect the space telescope.

NASA expects to award the sought-after contract for the space telescope science institute late next year. One participant in the process said Princeton and Johns Hopkins were generally thought to have the best chance of selection, though he added: "Obviously there's a contingent of mid-west people who believe Chicago is the best site, otherwise they wouldn't be putting so much effort into it."

The Chicago group, led by Dr Schramm, sees several advantages: it is located in the middle of the country with excellent air connections to the rest of the United States; it is close to a major national laboratory, rather than a university campus, and unlike Princeton it is close to a major metropolitan centre with its associated cultural facilities and job opportunities for spouses.

Johns Hopkins is emphasizing the cultural and educational amenities of Baltimore and also the fact that it is near NASA's Goddard Space Flight Centre. And Princeton has the scientific prestige of Princeton.

Canadian scientists to get 32% budget increase

by our North American editor

Canada's Natural Sciences and Engineering Research Council, the chief source of grants for university scientists, will receive a 32 per cent budget increase next year.

This spectacular boost is the first step taken by the Conservative Government, elected last May, to redeem its pledge to raise the proportion of the Gross National Product devoted to research and development to 2.5 per cent from the current 0.9 per cent—the lowest of any major industrial country.

The new Minister of State for Science and Technology, Howard Graffey, told the House of Commons in Ottawa that the NSERC will be given \$160m in 1980-81, up \$39m from 1979-80.

Canada's scientific and academic associations hailed his announcement as a major triumph for their campaign to reverse the past decade's decline in the federal government's support for research. Since 1970 the federal funding of university research has dropped by almost one third, after allowing for inflation, and the country's overall Research and Development effort has fallen from 1.1 to 0.9 per cent of GNP.

Mr Graffey also said the Government had accepted in principle a five-year plan prepared by the NSERC that would entail rapid expansion of its activities up to 1985. He said funding projections for the four years after 1980-81 would be announced within a few months.

But the government is expected to reveal shortly in the 1980-81 budgets of the other two granting councils, the Medical Research Council and the Social Sciences and Humanities Research Council, and its reaction to their five-year plans.

First, the government is expected to reveal shortly in the 1980-81 budgets of the other two granting councils, the Medical Research Council and the Social Sciences and Humanities Research Council, and its reaction to their five-year plans.

Initiatives to stimulate industrial R and D—which is particularly weak in Canada because so many companies are foreign-owned and do their research abroad—will probably be included in the overall research budget to be made public by Finance Minister John Crosbie on December 11.

The Government's adoption of five-year plans will be especially welcome to the academic community after the stop-go year-by-year uncertainty through which they suffered under Pierre Trudeau's Liberal Government. As a statement by the Association of Universities and Colleges of Canada put it: "an assurance of on-going funding is essential to research and institutions for the proper planning of long-term research programmes."

The main question hanging over the Government's policy—apart from uncertainty about its political will to go on spending money on more on research each year—is whether Canada has the scientific manpower to carry out such an ambitious expansion programme.

Many observers in academic, industry and even in the government are sceptical that there will be no because university science and engineering departments—the only source of new researchers—have been run down badly during the 1970s, and the research teams are aging and disintegrating, together with their equipment.

As the AUCC said in a "grave and urgent warning" to the government last month: "the scientists and engineers who will be needed for a 1.5 per cent or 2.5 per cent of GNP national programme of research and development are not being trained, and Canada will not have in five years the personnel needed even for greatly reduced domestic or foreign aid research programmes."

The government's figures suggest that 26,000 more researchers, including 13,000 with PhDs, will be needed by 1983 if 1.5 per cent of GNP is devoted to R and D, the next meeting of the Association of Canadian Physicists 10,000 is the biggest manpower increase that could be produced under present conditions.

It is not surprising therefore that the NSERC five-year plan gives top priority to manpower training. This year the council awarded 1,600 postgraduate, postdoctoral and professorial fellowships to university-based researchers—it wants to increase this to 2,000 next year and 3,360 by 1984-85.

An even bigger expansion is planned for industry-based research

fellowships—this year the NSERC awarded only 554 postgraduate, postdoctoral and professorial fellowships to be taken up in industry, and it proposes an increase to 500 industrial fellowships next year, 1,068 in 1981-82 and 3,150 by 1984-85.

NSERC president Gordon MacNabb told *The Times* he expects scientific manpower shortages to produce "a real crunch" even if his council's plans are implemented, and Canada will inevitably be looking overseas for highly qualified researchers.

The problem may be eased somewhat, Mr MacNabb said, if multinational corporations, such as the American auto manufacturers, bring in their own researchers from abroad as they expand their Canadian programmes. However, there will be strong political pressures not to relax Canadian immigration laws—which anyway some authorities forecast a severe worldwide shortage of applied scientists and engineers for the 1980s.

Another high priority for the NSERC is to renew the universities' laboratory equipment, much of which is old or obsolete, as Howard Graffey said. The council has not decided exactly how much money to earmark for new equipment, but it is likely to be a significant slice of the budget, perhaps \$30m next year.

The five-year plan also calls for a big increase in "mission oriented research" to meet Canada's national needs. This will mean an expansion of the NSERC's "Strategic Grants" programme, which channels funds towards five priority areas: energy, oceanography, toxicology, food and agriculture, and communications.

Activities intended to improve industry-university cooperation, such as the establishment of industrial innovation centres, will also expand rapidly.

The proportion of NSERC funds devoted to un-directed basic research will decline steadily over the next five years, though the actual amount of money available for basic research will still increase.

If the council's overall budget grows according to plan, if not, basic research will be squeezed out of the budget, which is badly by the emphasis on mission-oriented and applied research.

The federal government cannot improve Canada's R and D performance single-handedly. The co-operation of the provinces will be essential, for they are responsible for operating and maintaining the country's universities (in other words, academic research in Canada is funded by a dual support system similar to that of the provinces in Britain, except that in Canada not only different agencies but different governments are involved).

Unfortunately the provincial governments are not in a very good mood for pleas to upgrade their universities and hire more young faculty members. Many are gripped by the feeling that public expenditure must be reduced wherever possible, and higher education seems an attractive candidate for cuts because the college age population is going to fall substantially during the 1980s.

Dr. Kucharczyk thinks Ottawa should be able to earmark some of the funds for scientific manpower training, and he hopes the issue will be on the agenda for the next meeting between federal and provincial ministers, but with the provinces' current desire for more and more freedom of action it will be difficult to persuade them to give up even a little of their independence.

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Overseas News

Vineyard vistas on Professor Gismondi's phantom campus

from Uli Schmetzer

ROME The rector of Rome's second university at Tor Vergata described his campus this month as "a new monument in Italy with a new form of university teaching".

Vibrant with enthusiasm, Professor Pietro Gismondi and his staff of eight told a press conference after their appointment that the new university would not just serve as a "spill-over" for the overcrowded University of Rome, but would be a cultural centre for the entire country.

Starting through the windows of his tiny office, Professor Gismondi said he saw already a student village with green gardens, sports facilities, dormitories and libraries "the kind of place that exists nowhere in Italy".

Curious reporters were prompted to follow the professor's gaze. They saw nothing, except a few sheds, some ruins and the tranquil vineyard which has flourished on the 617-hectare site since the Italian decided to build a university there in 1958.

"Next spring", Professor Gismondi said in a voice somewhat prophetic, "we will start construction on the first building. We will make sure it goes ahead speedily. In 400 days we will have our first class in another year".

Of course, Rector Gismondi spoke of Italy's famous phantom university, which if not a farce has become a national melodrama.

The history of the phantom cam-

pus goes back to 1968 when, pressured by militant students, the Government saw it as an urgent priority to alleviate the chronic overcrowding at Rome's only university where the student population was fast approaching the 200,000 mark, though built in 1936 for a capacity of 30,000.

Hardly had the site been chosen at Tor Vergata in the Alban Hills when frenetic activity came to its peaceful vineyards. Italy's ubiquitous speculators, accompanied by their partners, the builders hurriedly constructed clandestine edifices, some five storeys high, equipped with luxuries like telephones, light and running water.

The buildings were no more than shells, the walls of so thin it was not advisable to lean against them. Their purpose was to inflate the price of the land.

For the next four years the Government fought scores of court cases over the true value of the campus site—until in 1972 a parliamentary by-law cut through the red tape and allotted £7m for the purchase of Tor Vergata. Some speculators still received more than their fair share, it was said.

Nothing happened for the next five years, with successive governments pleading lack of funds and priority of other projects. Then, two years ago, former Prime Minister Giulio Andreotti promised that the senate would draft a building order.

It was a good idea, though there was one obstacle. "It seems as if Rome's Mayor Giulio Carlo Argan,

that the education ministry thinks this new university will come from the moon. No architect that I'm aware of has been asked to submit a building plan."

The case of the phantom university rested there—until this month, when to everyone's surprise a rector and skeleton staff were appointed.

The new rector was quick to slip into his role. "The university will have to be autonomous", he argued. The political reaction was just as quick. The socialists and at least one labour union criticized the new campus leadership at once for not consulting them on the "functioning" of the university.

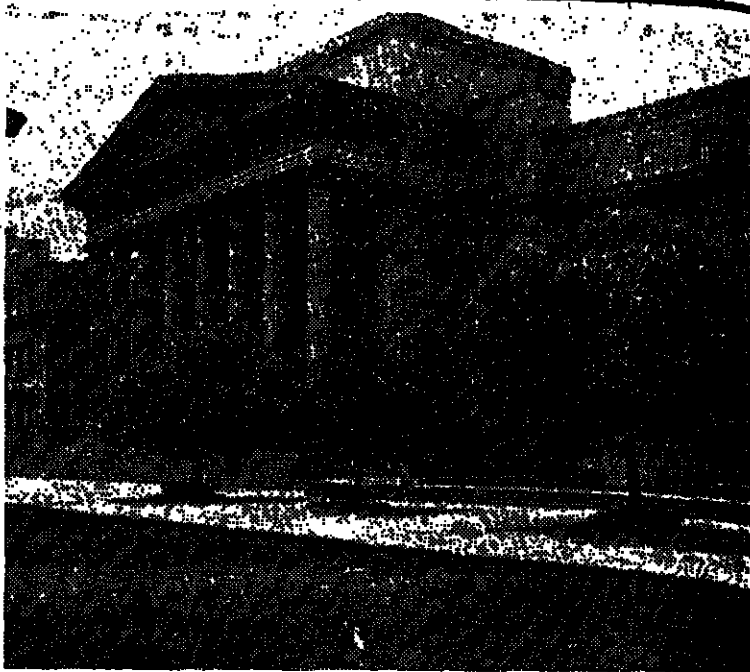
"We have been excluded from any type of dialogue", clamoured union leader Rino Caputojin, while the regional secretary of the socialists lamented: "The new rector has made no gesture to discuss the new university. We have been excluded from expressing our opinions".

It was a controversy a la Italiana: phantom or not, everyone wanted to have a say.

And the next step in the saga? There are rumours that students will soon be enrolled at Tor Vergata in the five envisaged faculties—law, literature, medicine, engineering and science. Some even say it will not be long now before Tor Vergata has its first graduates.

However, the realists point out that if construction begins now (though no one has seen a plan) it would take at least six or seven years before the university can function.

In the meantime, one can always talk.



Witwatersrand University

Boycott puts liberal institutions on the spot

The first in a series of articles on higher education in South Africa by Peter David

English-speaking academics in South Africa are angered and non-plussed by the boycott of their institutions by colleagues overseas. The liberal English universities regard themselves as bastions of peaceful white opposition to apartheid; they believe they deserve the sympathy and support of international scholars.

There are two reasons for the vehemence of opposition to the boycott. One arises from the historical dependence of South African universities on overseas staff recruitment.

Johannesburg's University of the Witwatersrand used to be able to boast that 40 per cent of its teachers came from Great Britain, and it was this claim that gave the university its enormous prestige within South Africa.

But a second and deeper reason for disliking the boycott is that it throws into question the liberal institutions in South Africa: to what extent can they help bring about a peaceful end to apartheid?

Professor Louis Nicolayesen, chairman of the academic freedom committee at Wit, is convinced the boycott is both wrong and sad. "We have many fine examples of people who have come here and been agents of constructive change", he says.

However, the university's own claim to be an agent of change is now being challenged by radical students, who accuse it of paying lip-service to black emancipation while continuing to serve the narrow interests of the white community and the mining houses of Johannesburg.

It is an accusation that is bitterly rejected by Professor du Plessis, the vice-chancellor. He points out that Wit has never wavered in its commitment to the Government's decision in 1959 to close the white universities to black students.

Every year the university stages a solemn ceremony mourning the loss of its freedom to recruit students of colour; a recent plebiscite of staff and students found 92 per cent in favour of reopening the university to blacks.

"We have been clear at least since 1957 that our objective is to be a South African university serving all South Africans. We will not believe that it is strongly as ever, and events have proved how correct we were", says Professor du Plessis.

Last year about 7 per cent of our 11,720 students were black, but each needed special ministerial permission, on the grounds that they could not take certain subjects at black universities.

Radical students, however, believe the annual ceremony mourning the closure of the university has degenerated into a hollow ritual. Years of conflict with Government and police have left the campus tired and cautious. Protesters are confined to displaying placards at the western gate of the university while white commuters drive past to work. The general atmosphere at the university is one of academic indifference and political inactivity.

The passivity of many dons is not hard to understand. Over political action has led to immense banking. Esoteric scholarship offers a safe way to lead a full intellectual life without clashing with the state. As a result, professional and technical subjects flourish at Wit while the social sciences attract little interest.

South African liberals interpret the lack of emphasis on social sciences as a sign that the English-speaking community has abdicated its role in the nation's political life. But Professor du Plessis regards the pre-eminence of the professions and technology as a natural result of the university's place in a developing country.

Ninety years ago there was not a single house in Johannesburg. Wit made the city. It taught it to exploit the land and then build up the city and its services. Mining, engineering and the professions therefore came first", he says.

The vice-chancellor also draws attention to the many ways in which the university has been able to contribute to the quality of life among Johannesburg's black population. It runs social work schemes in the township of Soweto and mounts programmes to enable black teachers and nurses to upgrade their qualifications.

But a university is a teaching organization and not a community services organization, both from the point of view of finance and the skills it can deploy", he says.

One important role of the English universities has been to provide refuge for black or African scholars denied places at their own institutions. Wit, for example, offered a job to the popular black writer Esakiel Mphahlele, who was refused a place at the Government-controlled black University of the North.

More significantly, the university has slowly begun to respond to calls that its research concentrate too much on the applied sciences, set up with help from the Carnegie Foundation, has demonstrated how a liberal university in South Africa can have a direct impact on public life.

The new institute's role is to investigate the detailed human impact of South Africa's war of attrition of discriminatory laws.

A second aspect of the institute's work has been the creation of a network of student-organized legal aid clinics to offer practical help to black people caught up in the labyrinth of legislation regulating apartheid.

Hayek: a man returned to power at 80

Peter Scott meets an academic economist who is enjoying new prominence at an advanced age

PROFILE

Professor Friedrich von Hayek is a man whose time has come—although just in time. He was 80 years old last May. He admits that he almost collapsed intellectually when he reached 70 and for five years produced nothing of value.

Today he has revived physically (he was strong enough recently to record a 15 hour television archive for the University of California) and reinvigorated intellectually. Professor von Hayek is very much a man of our conservative hour and enjoys every minute of his new prominence.

For him it is a vindication. He is a classical economist whose most distinguished work has been in the field of monetary theory and especially "trade cycles". But he is also a pre-Keynesian, a man formed in the rigid economics of the 1920s which have been held responsible for the waste of the Depression.

So Hayek appears until recently a man burnt before the flood in his own discipline, and also in a wider political context the supporter of policies that had apparently led to a great deal of human suffering.

Now that burden of disciplinary archaism and of lack of humanity, has been lifted. It is the Keynesian who are in retreat. Yet they have fought a more effective rear-guard action within economics as an academic discipline than their political allies have done on the wider stage.

Hayek has been returned to power and respectability within his own discipline by alien political conquerors, the Thatcherites in Britain and the Reaganites in America. His revived reputation has perhaps more to do with this rightward shift in the political climate than with any "road to Damascus" conversion of his disciplinary opponents.

So in spite of his many achievements—Nobel Prize for economics in 1974, professor at Freiburg in the 1960s, at Chicago in the 1950s, at London in the 1940s and 1930s—Hayek's standing as an academic economist has never been entirely secure. Rather it has been the obverse image of the rise and fall of Keynesianism before which he retreated across the Atlantic in 1950 to Chicago, the last stronghold of free market economics.

Perhaps the most important fact about Hayek is that it is the world not he that has changed. Indeed, he remains very much a man of the 1920s, a perfect product of the academic and professional bourgeoisie of early twentieth-century Vienna, a relic of an intellectual age that has gone (but perhaps come again?). Today he admits: "Every one believed in classical economics when I was young. Very few who are now in middle age believe in them."

Allied to his academic conservatism has gone a strong political sensitivity, one that has been heightened by the passing years. Hayek has always been aware that economic theory is not an abstraction but highly charged with political and social reality.

He has never been afraid to follow the political road down which his economic thoughts directed him and was one of the effective founders of the right-wing pressure group, the Institute of Economic Affairs (IEA).

Hayek was born in Vienna in May 1889, the son of a professor of botany at the university and the grandson of a zoologist. His brother became a lecturer in anatomy and his two children too have adhered to the scientific traditions of his family.

Hayek himself, after a conventional classical education, fought in the Austrian army of the Italian front in 1917 and found himself increasingly fascinated by social questions and especially by law, to which he was to return in later life.

He followed a specially abbreviated university course for war veterans. On graduation he joined the civil service as agent and simultaneously working on the implementation of the conditions of the Treaty of St Germain which had ended the war between Austria and the allies.

In 1925, at the age of 27, he became director of the Austrian Institute for Economic Research and three years later a lecturer in the same subject at the University of Vienna.

Vienna was divided into Jewish and non-Jewish sectors and Hayek naturally joined the second, although later just before he left Austria he gravitated towards an intermediate group.

But he never shared this life with the same intensity as his near contemporary, Sir Karl Popper, then a socialist and later a friend. His embryonic interest in social questions at the start of the decade had been eclipsed by a narrower commitment to economic theory at the end.

It was this commitment that brought him to England, still very much in the grip of Marshallian economics, and took him rapidly to the Tynock chair of economic sciences and statistics at London University in the 1930s.

A particular interest in the bulletin report which ended the monetary discipline of the Napoleonic Wars period in Britain, and a more general ambition to fit his earlier work into a wider context in Vienna into a grander monetary theory were his immediate motives for moving to Britain. He was to stay for almost 20 years and became a naturalized citizen in 1938.

During the 1930s, in Hayek's view, became the centre of economics teaching in the world. During these years he cooperated closely with Lionel (now Lord) Robbins, and he still regrets that Robbins never produced the synthesis of classical economic thought of which Hayek believed he was capable.

It was this failure to produce a proper synthesis of micro-economics that left the field open to the almost metaphysical macro-economics of Keynes and his followers, Hayek believes.

He feels that Keynes's interests were guided as much by aesthetic and even moral considerations as by his intellect. "Keynes did not like the nineteenth century, the age of classical economics", he explained. "He preferred the romanticism of the seventeenth century and the Elizabethan age."

"Keynes was a genius but he knew very little about economics", Hayek continued. "He felt and worked intuitively and invented new theories with great facility." Nevertheless Hayek believes that Keynes felt toward the end of his life that his theories had been abused by his disciples. Keynes said as much to Hayek in their last conversation.

In spite of the penetration of Keynesianism into economics as a discipline and then into government policy, both in England and in America, much of the best theoretical work in economics in the 1930s continued to be done by economists who were not converted by Hayek. His three purest works belong to this period. *Prices and Production* published in 1931, *Monetary Theory and the Trade Cycle* in 1933, and *The Pure Theory of Capital* in 1941.

Perhaps it was the political success of Keynesianism, which he believed to be academically unsound, that spurred Hayek into battle. Perhaps, too, the nativity of some public figure in the 1940s provoked him to desert economic theory for political polemic. He now recalls that he was particularly irritated by the common misinterpretation of the Nazis as a capitalist reaction to socialism and sent a strong memorandum to Lord Beveridge on this subject.

Out of this irritation grew perhaps his most notorious work, *The Road to Serfdom*, published in 1944. For a book that aimed so strongly against the tide of contemporary opinion, it was surprisingly well received—although it has also been alleged that it was the ultimate inspiration for Sir Winston Churchill's famous "Gestapo" speech during the 1945 election.

Hayek at the time regarded it as "a occasional detour". In fact he had crossed an ideological Rubicon and was to follow this road of (increasingly) political economy for the next 30 years.

Hayek argued in *The Road to Serfdom* that centralized economic planning would inevitably lead to the end of the liberal society which was man's highest social achievement. To the charge that far from witnessing the end of liberal society the Keynesian policies pursued by the major western countries for the last quarter of a century have produced a period of unparalleled prosperity and freedom, he answers with a single word—inflation.

Inflation, he argues, has been produced by the desire to maintain full employment at any cost and this same desire will lead inexorably to centralized economic planning if it is not checked. Hayek scorns "the illusions of everlasting prosperity created by Keynesian principles".

The success of *The Road to Serfdom* encouraged Hayek to found the Mont Pelerin Society, a worldwide association of statesmen and scholars who share his desire to defend the free society. From 1947 to 1950 he was its president and since then has been its honorary president. Throughout he has been its inspiration.

For the past 30 years Hayek has never been far from controversy. He has produced a steady stream of IEA pamphlets, letters and articles in *The Daily Telegraph* and *The Times*; the latter a letter praising *The Times* leader on the first day of publication after the recent suspension, which had in turn kept closely to the Hayek line.

He was elected to the IEA in 1978 and Mr Michael Funn, MP of being "a mad professor" who had Mrs Thatcher in his clutches (he has in fact only met her twice, the longest time for only a quarter of an hour, and of being her "professional pin-up").

continued on next page



Government steps in at Jadavpur

by A. S. Abraham

The Marxist government in West Bengal state has taken over the administration of Jadavpur University following charges of mismanagement and corruption. The vice-chancellor, Dr A. N. Bose, has resigned in protest at what he feels is the unwarranted official abridgement of university autonomy.

Calcutta University is already being administered by the provincial government and a bill formalising this position was recently passed by the provincial legislature.

Mr May, a commission was appointed to inquire into Jadavpur University's affairs following a prolonged agitation by the university teachers' association. What has infuriated the government's critics is that the ruling party in the state, the CPM or Communist Party of India (Marxist) could not even wait until the commission had reported before taking over the running of the university.

What is more, the government has made the commission irrelevant by deciding to introduce legislation designed to change the university's administrative structure. For instance, it has been decided not to have new statutory bodies although the term of the existing ones runs until December 24. Instead, an officially nominated council will replace them.

Critics of the government's action also argue that although the step is justified by saying that university administration will be cleaner and more efficient under direct official control, in fact, as experience with Calcutta University shows, this is far from being the case. On the contrary, they say, there is more bureaucracy and no less corruption.

Two years ago, the Marxist Government superseded the Board of Secondary Education and appointed an administrator to run it. An inquiry which had been promised into the Board's "irregularities"—the reason for its supersession—has not yet been held.

These experiences lead many academics in West Bengal to believe that, under the pretext of "cleaning up" universities, the Government is appointing its own men ostensibly temporarily and keeping them until it has had time to change the universities' basic administrative structures.

Mexican system is 'poor and expensive'

from Emil Zubryn

MEXICO Higher education in Mexico is not only extremely expensive but also deficient in teaching students seeking a degree, according to Gustavo Abel Hernandez Enriquez, professor of political and social sciences of the National University of Mexico (UNAM).

There is a trend to accelerate granting of degrees in the shortest time, and on the other hand other students drag out their university education for years.

Hernandez Enriquez said that Mexico is the only nation in the world which has an academic year because in the majority of institutions of higher education throughout the world three full semesters are completed in 365 days.

In Mexico, the instruction of diverse disciplines leading to a degree are so "deteriorated" that there are universities turning out "lawyers" who despite their professional titles, dedicate themselves to other activities due to the lack of adequate training in their chosen profession.

The educator charged that higher education in Mexico is exaggeratedly expensive, pointing out the fact that whereas the National University now has a budget of approximately 10 billion pesos (\$440m) annually, the institution graduates but 10,000 professionals a year. This averages out to \$44,000 per student.

Hernandez Enriquez added that there was "insecurity" in the application of a system which would permit improved training of the individual, and the existence of "excessive tolerance" makes it practically impossible for students to decide the time they require for study.

Added to the unhealthy political atmosphere, the deteriorations, the clashes between opposing student bodies, strikes, vacations and long weekends, with classes often cut on a Thursday to take off for a pleasure jaunt to Acapulco or some other vacation spot, semesters, and the school-year for actual studies attendance, are seriously curtailed.

A strict restructuring of the student year and a sharp improvement in training professorial personnel is essential in Mexico, according to Hernandez Enriquez. He also advocated as "ideal" the installation of

five major universities, in strategic cardinal points throughout the republic, apart from UNAM in Mexico City, to satisfy the requirements of the steadily growing educative demand. Under this system the substantial resources of existing state universities with these to disappear—would be used to foster a more serious university climate and training in Mexico.

Not all would be required to attain university levels for the educator's contention is that Mexico does not need "millions of professionals" to prosper. The increase of professionals with degrees, as is the case in Mexico, does not necessarily lead to technical or scientific progress, especially in the case where those holding degrees have a very limited orientation in their chosen professions.

The country does not have professional so much as well-trained technicians, and also an "educated" public completing at least primary grades, and preferably secondary, to wipe out illiteracy in the country, Hernandez Enriquez said.

As for the much vaunted Article Threes of the Mexican Constitution, which clearly states that the State must provide a free scientific education for all, this has been violated, "It is simply there", Hernandez Enriquez said, and the State has never adequately completed its fundamental commitment. For if it is true that it does provide a free public education (within the framework of a complex system of fees and illegal payments for registration of school children), the Government has never provided free scientific training.

Finally, Hernandez Enriquez said that if sweeping educational reforms were instituted in Mexico, she and her political situation would be different. Children from primary grades should be made aware of what politics represented without any recourse to politicizing.

The educator said that from childhood there should be an indoctrination to the students in formative years, and later in young adulthood should have full knowledge of active political participation in the society in which they live.

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THES

Hayek returns to power

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Hayek has described himself variously as "an unrepentant old Whig" and "a radical anti-socialist". Certainly his political concerns have increasingly taken precedence over his earlier economic concerns. Nearly all the books he has written since 1945 have reflected this new priority.

Individualism and the Economic Order was published in 1948, *The Counter-Revolution of Science* in 1952, *The Constitution of Liberty* in 1960, *Studies in Philosophy, Politics and Economics* in 1966, and more recently *Law, Legislation and Liberty* in 1974. There is not a serious economics book among them to compare with his original work in the 1930s.

Indeed as the years have passed the further Hayek has moved from economics as an academic discipline. Instead he denounces the twentieth century as an age of superstition that has worshipped two false Gods, Marx and Freud, and focuses more directly on targets like the trade unions ("their privileged position must be removed to restore a functioning price structure") or our Parliamentary institutions (dismissed as "a bargaining democracy").

A scholar, and critical, fellow-countryman said that he felt that Hayek's enthusiasm occasionally shaded off into naivety and even eccentricity. "He has suggested that anyone, not just the state, should be allowed to issue currency," he said. "It didn't work very well in the nineteenth century with independent banks so it is hardly likely to work today." Another critic felt that Hayek's idea of dividing Parliament into separate legislative and governmental bodies was just silly because it reflected such a naive view of the actual process of government.

Yet Hayek cannot be dismissed even by his enemies as a crank. His mind, if not as creative as Keynes', is at least as resilient. Nor are his natural supporters exempted from the rigours of his criticism. He believes Professor Milton Friedman has "an incredibly simplified monetary theory" and holds other "crude positions". There are two views of Hayek. The first, which relates to his reputation as an academic economist, is to see him as a pre-Keynesian man, a first-class economist brought to England by Robbins and Beveridge whose rather more closely focused micro-economics were awarded the flamboyant macro-economics of Keynes.

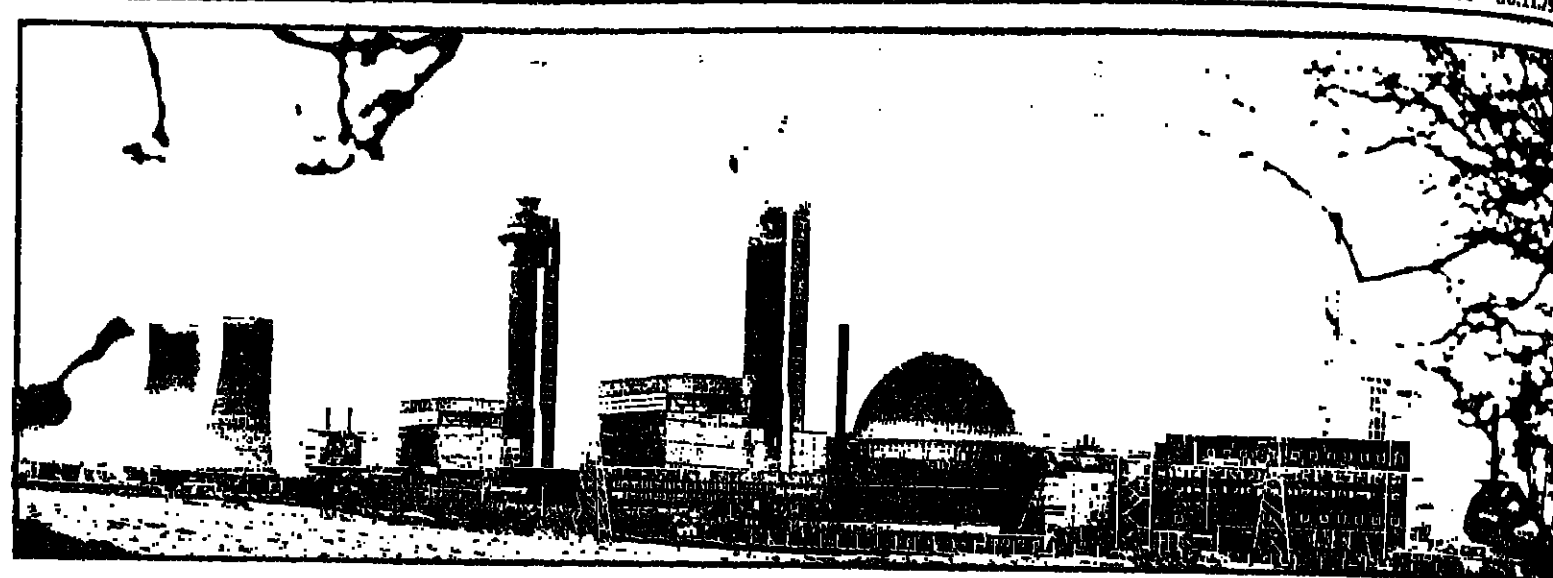
According to this view Hayek despised his copy-book by publishing *The Road to Serfdom*, retreated in exile to Frankfurt, Chicago and then to social-market Germany, to become the Cincinnati of the troubled 1970s when the Keynesian confidence crumbled. In this perspective his Nobel Prize is seen as much as a political statement as a measure of pure academic achievement.

The second view, which tries to judge Hayek's intellectual contribution as a whole, sees him as a man who has raised the issue of man brought up in the dying miles of Imperial Austria and in the years of demoralizing confusion of the first Austrian republic, a man with a keen sense therefore of the brittleness of liberalism and a respect for order.

According to this view Hayek rediscovered in the Britain of the 1930s something of the conservative calm of his earliest Austrian days. Only to see western European civilisation threatened after the second world war with the same confusion and uncertainty that had overwhelmed central European civilisation after the first war. Out of this grew his fear of "planning" of socialism, of the dangers of anything that threatened this perfect order.

There is, of course, a third view of Hayek and probably this one that he would prefer. It is of a man of remarkable resilience, intellect, as well as physical, and just fighting the good fight. He is fond of quoting an old German saying: "From never convince your contemporaries. But they die."

Hayek was once convinced of the Keynesians that came on the wider political stage. But it does appear likely that he has outlived them. At 80, certainly, still sets, in a fast pace.



Windscale's other Judgement Day

In March, 1978, Mr Justice Parker published his final report on a 100-day inquiry into whether British Nuclear Fuels Limited should be allowed to build a new kind of thermal oxide reprocessing plant at the site of an existing reactor at Windscale in Cumbria.

The inquiry was the most sustained debate on nuclear power ever staged publicly in this country, and Mr Parker's report was hailed by Britain's nuclear industry as a vindication of its case for massive investment in nuclear energy.

Twenty months later, the social scientists have at last come round to judging the judges. A book published yesterday by David Pearce, professor of economics at Aberdeen University, claims that the inquiry was inadequate, a dangerously inefficient way of reaching decisions of profound national importance. Mr Parker's decision may have been correct, Pearce says, but if so it was largely the result of accident.

Windscale was a model of how not to settle nuclear controversy. Even before its publication, *Decision Making for Energy Futures* had unleashed deep tremors both within the nuclear industry and the normally serene world of social science research. Britain's nuclear Establishment had greeted the Windscale report as an unexpected tonic for an increasingly unpopular industry. Any criticism of the Windscale procedures is an attack on the lunar psyche of the nuclear lobby.

The Social Science Research Council, too, which funded Pearce's report, is politically embarrassed by its findings. The council's future under a hard-hearted Tory administration is an uncertain one. Yet just as Mrs Thatcher's Government seems ready to embark on an ambitious programme of nuclear construction, the council finds itself reluctantly associated with a scathing criticism of the way Britain has managed the energy debate.

A sign of the bitterness of the debate which preceded the publication of the book is its author's refusal to take part in a press conference to launch it. Pearce is still rattled after an argument with the council's chairman, Michael Posner, over remarks Posner made to a news paper implying that Pearce was an extreme opponent of nuclear energy. Pearce says the charge is both untrue and irrelevant—irrelevant because the book is not about whether Britain should go nuclear but how it should go about making a decision.

One reason for the bitterness of the reaction to Pearce's book is that Pearce is an insider, an academic firmly ensconced at the heart of the Social Science Research Council and the nuclear industry—like to disown him. He remains a consultant for the Department of Energy, and until recently he was a member of the SSRC's energy panel. For that reason his views cannot be easily dismissed as the excesses of just another nuclear opponent.

An extra paradox is that the original idea for the book came not from Pearce but from the SSRC itself. In October 1977 when Windscale was in its final throes, the council's energy panel asked a suggestion from Lord Flowers to commission a study of how democratic societies could reach decisions on complicated, technical issues. The Windscale inquiry provided an obvious case study, and David Pearce an ideal candidate to undertake it.



Mr David Pearce: sceptical

Nearly two years after the Windscale public inquiry, a book out this week casts doubt on the validity of that method of reaching such nationally vital decisions. Peter David meets the author

Pearce, a former director of Leicestershire University's public sector economic research centre, could offer a unique combination of talents. He was both an acknowledged expert on energy planning and an economist specialising in questions of social cost and cost-benefit analysis. Moreover, his knowledge of cost-benefit techniques at a time when they enjoyed a vogue in planning circles had embroiled him in countless public inquiries, as both a spectator and an expert witness.

Today Pearce finds it difficult to remember how many public inquiries he has sat through. It began when he was asked by Buckinghamshire County Council to help in the third London airport inquiry. Later, at Southampton University, he was asked by local residents to produce a cost-benefit argument against the construction of a new motorway. Inquiries became a source of fascination, and their efficiency, rather than the substantive questions about nuclear power, is the subject of his new book.

Pearce is philosophical about the hostile reactions to the book. The industry resented that along should come this chap who claims to be an independent academic saying the disquieting thing much of the Windscale inquiry. They do not seem to realise that it is not a procedure that can be judged right or wrong, or that it can be wonderful and still produce the wrong answer. What was wrong with the Windscale inquiry? Pearce thinks that very little, in fact. For one thing, it was a local public inquiry

using an inquiry procedure designed to deal with local planning issues. Yet nuclear power, because of its ramifications and complexity, had already found a place on the national political agenda.

There are a number of possible explanations for the apparently bizarre decision to deal with Windscale under a local inquiry format. One is that the nuclear industry brought powerful pressure to bear to avoid having nuclear decisions treated in a different way from other environmental decisions. The industry, Pearce says, hates to be seen as unique. It would prefer to be ranked with the coal and oil industries for the purposes of planning decisions.

Another explanation is that Peter Shore, then Secretary of State for the Environment, was reluctant to use a more comprehensive "planning inquiry commission" because the Government remembered the bitter political remembered that characterised the last big commission, the Rockhill Commission into the third London airport.

Pearce has little patience with either attitude. Nuclear power is different, he says. "The industry may not like to think of itself as unique, but I can think of no other issue which combines all the problems. First of all, plutonium does give people the capacity to make a nuclear bomb, and there is no sense in pretending the proliferation of nuclear power raises the question of civil liberties and of course the problem that there may be a small risk but there is a big bang."

Whatever the reasons for it, Peter Shore's decision to conduct Windscale as a local inquiry was wrong, Pearce says. A public inquiry commission could have employed a wider array of experts and initiated thorough research and investigation of its own. The kill had seven commissioners and an expert research team. Pearce had two assessors. Parker's inquiry was a hasty order in which the experts were not allowed to examine officials about national energy policy.

"If the Windscale Public Inquiry succeeded it succeeded despite the system, and by the standards of the inquiry it was not repeated since no one can guarantee that, if the right deal was made, men of the same calibre can similarly be called upon."

Pearce did not go to the inquiry to do his research, although a colleague was there to gauge the atmosphere. Pearce and an assistant waited in Aberdeen, scrutinising the transcripts of the daily proceedings. "When the transcript came we were fascinated by the odd remarks given to certain witnesses. The transcript showed that the inquiry was conducting the inquiry. The credibility of witnesses seemed a much a question of their demeanour and behaviour as what they had to say."

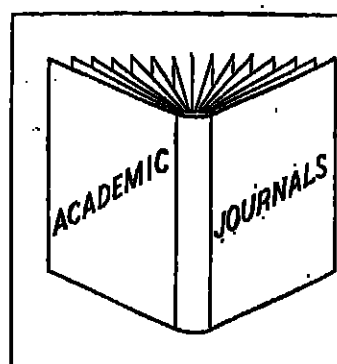
Pearce does not think there is evidence to support the claim of some observers that there was an anti-American bias at the proceedings. Objectors had found it difficult to discover British nuclear experts who were not employed in the industry, and imported independent experts from America. Pearce is again in the main of the periodical: the articles themselves. But these turn out on examination to be debating pieces too, directed, however, not at particular books or articles in a previous issue, but at a distance through the medium of the philosophical periodical. If one looks carefully at the traditional contents of such periodicals the idea that philosophy is essentially argumentative discussion emerges clearly.

At the back are explicitly critical reviews of books. In front of them appear "discussion notes", more or less polemical responses to previously published articles. Ahead of these is the main part of the periodical: the articles themselves. But these turn out on examination to be debating pieces too, directed, however, not at particular books or articles in a previous issue, but at a distance through the medium of the philosophical periodical. If one looks carefully at the traditional contents of such periodicals the idea that philosophy is essentially argumentative discussion emerges clearly.

Philosophical periodicals play a large part in the academic teaching of philosophy. A student's reading list for his next essay will often consist entirely of periodical articles. That is something unlikely to happen in history and, I hope, inconceivable in literature. In the present age the contents of philosophical periodicals form the main sample of philosophical discussion. Reputations can be made and, indeed, sustained at a high level for an indefinite period by periodical writings.

G. E. Moore's first book, rather than essay collection, on the theory of knowledge was not published until he was 80. Donald Davidson, the philosopher most admired by the youngest and liveliest generation, has yet to produce even a collected volume of his essays. J. L. Austin produced nothing but periodical pieces in his lifetime, and solicited pieces at that. Russell would still have been a philosopher of the first importance (and much more intellectually chic) if he had published nothing but his philosophical articles.

All this started in Britain with the professionalization of philosophy in the middle to late nineteenth century at the time when T. H. Green was the leading philosopher in Oxford and John Grote held a similar position in Cambridge. Academic philosophers ceased to see themselves as custodians of the temples of Plato and Aristotle and took on the responsibility of correcting what they saw as the naive over-confidence of amateurs like



Periodical publication is much more important to philosophy than it is to other disciplines. In them there is generally a distinction to be drawn between the thinking activity specifically appropriate to them and the business of exchanging the thoughts involved with other workers in the field. For scientists as writers periodical publication is the approved way of making a claim to priority in a discovery, hence the practice of adding the date on which an item was received. Scientists as readers use periodicals to find out what is going on in or near their own particular areas of research.

In history too, for the most part, scholars are occupied in cultivating their own comparatively small allotments in a solitary manner. Once in a while a debate about some topic arises between equally interested and committed parties, as over the gentry in early seventeenth-century England or the emulations of industrial workers two centuries later. But information far outweighs criticism and controversy.

The situation is quite different in philosophy. Communication or the exchange of ideas is not secondary to the original work of discovery. It is the typical form in which that original work takes place. There are, after all, no experimental facts or historical documents for the philosopher's thoughts to rebound from, to subject those thoughts to some kind of external constraint. All he can find outside himself to test his thinking against is the parallel thinking of others.

That is most vividly come upon in the direct personal encounter of the seminar, discussion group or symposium. But the dialectical exchanges in which the life and progress of philosophy are to be found are carried on, like postal chess, at a distance through the medium of the philosophical periodical. If one looks carefully at the traditional contents of such periodicals the idea that philosophy is essentially argumentative discussion emerges clearly.

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Decision Making for Energy Futures, by David Pearce, Lynne Edwards and Geoff Beavel. Macmillan, £10.

Think all about it!



Philosophy needs its journals more than any other discipline. Anthony Quinton explains why this is so, and how the subject is served by its specialist Press. His is the first in a series of articles on academic journals

Mill and Herbert Spencer. Green himself published a three-part article in the fairly new *Mind* in 1882, the year of his death. The most distinguished member of the school, F. H. Bradley, published the first of the more than 40 articles of his that appeared in *Mind* in the following year.

Russell said of that style of philosophizing: "It has the advantage, as compared with the philosophy of the system-builders of being able to tackle its problems one at a time, instead of having to invent at one stroke a block theory of the whole universe. Its methods in this respect, resemble those of science. I have no doubt that, in so far as philosophical knowledge is possible, it is by such methods that it must be sought."

From the Edwardian decade in which *Mind* contained Russell's *On Denoting* and Moore's *Reformation of Intellectuals* the article reigned with out much challenge for nearly 60 years. Starting with the publication of two major books during the past two decades, Quine's *Word and Object* and Strawson's *Individuals*, the philosophical tradition has made somewhat of a comeback. But the philosophical periodical, if not quite the force it was, is still crucial to the life of the discipline.

Mind was the first of British philosophical periodicals, founded in 1876 at the beginning of British academic professionalism in philosophy. It is still going strong. In 1921, when Moore took over to edit it for its 26 best years, it had only two previous editors. Gilbert Ryle took over from Moore in 1947 and ran it for 24 years. There is no doubt that during his reign it lost the special preeminence it had formerly enjoyed. To a large extent this was due to factors beyond his influence, in particular the very great enlargement and, at the upper levels, improvement of the philosophical profession in America. But something must be attributed

to his policy of encouraging publication by unknown or geographically remote contributors. It is commonplace that America has been able to take over pre-eminence in the academic life of the English-speaking world in any field in which there were refugees from Hitler's Europe qualified to import the highest scholarly standards into the New World. Philosophy is one of them. Many of the major European philosophers, logicians and philosophically inclined scientists associated with the movement of scientific philosophy inspired by the Vienna Circle were more or less Jewish. Reichenbach, Feigl, Tarski, Frank were among those who came to the United States.

I think there would be a fair measure of agreement that the leading position among philosophical periodicals moved in the 1950s from *Mind* to the *Philosophical Review*, which had been appearing from Cornell University in Ithaca, N. Y. since 1892, but had made little mark before the 1940s. Two of the main philosophical interests of the ensuing period made their first public appearances in its pages in Quine's *Two Dogmas of Empiricism* in 1951 and J. J. C. Smart's *Sensations and Brain Processes* in 1959. For a British philosopher, at any rate, it is still an obvious sign of success to have appeared in it. With its pale blue cover, spacious margins and agreeably chunky outline it is the most physically attractive of philosophical periodicals. *Mind* was never beautiful, but the almost unvaried appearance it preserved from the earliest days until the issue of October 1973—pale grey cover, long pages with a sharp, serious looking type-face—invested it with an antique charm. It is now decently contemporary, in a self-effacing sort of way, about that.

The other leading American philosophical periodical is the *Journal of Philosophy*, published from Columbia University in New York City since 1904. Some of its distinguishing features arise from the fact that until quite recently it was published every fortnight, with the exception of a philosophical publication for which there was hardly be of the essence. (It is now a monthly where most such periodicals are quarterly.) It has always been, therefore, a slim pamphlet-like object. In its early years it was to a considerable extent a platform for the airing and criticism of the dignified and nebulous ideas of John Dewey. A Columbia philosopher more in tune with the analytic spirit of the age, Ernest Nagel, was also a frequent and important contributor, in particular through his long book reviews, in the 1930s and 1940s. Having long been good, the *Journal* has now, in the 1970s, probably become the best, having a slight but perceptible edge on the *Philosophical Review*. The liveliest energies in philosophy at the moment are expressed in formalistic ingenuities very foreign to the late Wittgensteinian flavour which the presence of the firm and devoted Norman Malcolm imparts to Cornell and the *Philosophical Review* (or, at any rate, to people's ideas of them).

The simple enlargement, rather than the equally real improvement, of philosophy in America makes itself felt in the vast amount of material of American origin that has been poured into all the philosophical periodicals of the English-speaking world (as we shall see, there are important ones in Australia and Canada as well as in the United States and Britain). The main impulse here, of course, is not the mere numbers involved but the principle of publish or perish. David Hamlyn, who took over *Mind* from Ryle in 1971, has something to say about this. He writes that "No editor of a philosophical journal can be ignorant of such factors as the demands of the tenure

system, which greatly influence the numbers of papers submitted. Indeed, even in my short period as editor I have been approached more than once by tenure committees about a possible publication in *Mind*."

This great flood of American writing that presses its way inexorably into the remotest of periodical crannies is not to be objected to on grounds of merit. Its ups and downs are comparable to those of other regions of philosophical culture. It is rather the uniformity of tone that is depressing. Thus the traditional antipodean accents of the *Australasian Journal of Philosophy*, which has been running since 1923, are now rather smothered. In its early middle period, from the late 1920s to the end of the war, it was the main platform of the remarkable John Anderson, the Scottish-born thinker of Marx, Freud, Sartre, Joyce and Samuel Alexander, who had the most powerful influence on Australian students of many disciplines in his time, through his pugnacious independence of mind, clear-headedness and excellent prose rather than by his realistic brand of empiricism.

By and large the better philosophical periodicals do not commission articles, apart from reviews, of course, and the occasional obituary, survey or centenary item. The *Proceedings of the Aristotelian Society*, for many years the only periodical to challenge comparison with *Mind*, is something of an exception to this. Much of the content of the annual volume of the papers given every two weeks in the academic year has in the past been solicited and nearly everything in the supplementary volume reporting the proceedings of the annual "joint session" still is. Since every year has to be delivered in person, either in London or at whichever university town the "joint session" is being held, the overwhelming bulk of the contributors is British. Distinguished visiting Americans are often invited to perform but they make up a vanishingly small proportion of the whole; a little touch of spice, not great blanketing sauce.

The Aristotelian Society started publishing its own *Proceedings* in 1891, 11 years after its foundation by an interesting gentleman-philosopher called Shadworth Hodgson. It was soon established as the provider, above all from 1922 onwards in its supplementary volumes, of philosophical discussion by the leaders of the profession at the highest, most thoughtfully prepared level. In those volumes, in 1936, the members considered whether existence was a property. Austin, Ayer and Wisdom argued, in 1946, about other minds and, in the same year, Ryle, Lewis and Popper discussed the applicability of logic and the nature of reality.

For a long time the only serious alternative to *Mind* and the publications of the Aristotelian Society was *Philosophy*, founded (as the *Journal of Philosophical Studies*) in 1926 as the organ of the Royal Institute of Philosophy, itself a body designed to make philosophy interesting to a wider circle than those somehow academically involved with it. For its first 30 years it was edited by a somewhat mysterious adherent of Whitehead called Sydney E. Hooper, who sometimes felt constrained to add a footnote to very unWhiteheadian articles setting out his idea of what Whitehead's view of the topic in hand was or might be.

There are only two other general philosophical periodicals in Britain. The older of these is *Analysis*, which was started in 1953 by a group of young philosophers sympathetic to logical positivism and meant to carry rather short and preferably debate-engendering pieces. The conversion of the point of view it was designed to further from "dissenting iconoclasm" into "going orthodox" has turned the paper into something more straightforward than it was intended to be, namely a place for the making of brief points.

The author is President of Trinity College, Oxford.

Think all about it!

continued from page 9

The other is the first philosophical periodical to be produced in that highly philosophical nation, Scotland. *The Philosophical Quarterly* started in 1950 and is a large, handsome object that looks much as it did 30 years ago. It has managed to keep up a high standard, helped, it may be, by taking a higher proportion of historical articles than other periodicals without publishing any particularly admired or influential items. It carries long and thorough book reviews.

Four other British periodicals of a more specialized kind deserve at least a mention. The first is the *British Journal for the Philosophy of Science* largely concerned with the interests of Sir Karl Popper and to some extent with his doctrines. Fairly soon after its foundation in 1950 it was being edited from his academic base, the London School of Economics. It has carried some excellent pieces, several of them by him.

The next two were both founded in 1960: the *British Journal of Aesthetics*, which is by no means narrowly philosophical in its scope, and *Philosophical Books*, a less easily-conceived but useful idea from the University of Leicester which consists entirely of book reviews.

Finally, there is a new type of periodical, although with a faint likeness to *Analysis* in its early days. This is *Radical Philosophy*, whose first issue came out early in 1972 around the time when the student excitement of which it was a fairly earnest expression was ebbing. In its early days it was produced in exceedingly small print, as if to deter critics by those over 30 years of age from reading it. It has remained curiously insubstantial and programmatic. There is a Church Ladies' Brigade air about the news of radical philosophy groups at various colleges where Nic Thiss and Tom Thut operate false consciousness workshops and Brenda Thoth exercises counter-revolutionary thinking.

Apart from the two American periodicals I have already mentioned, the non-British periodical held in highest esteem at present is *Synthese*, which comes from Holland physically but is of no particular nationality (it claims to be an international journal, the editorial board is largely American, and the general tendency is logical and formalistic). The same is true of the more severe *Journal of Philosophical Logic*, whose revered but, on account of its technicality, little read is the *Journal of Symbolic Logic*, which began in 1936. The American *Philosophy of Science* is less good than the British journal of the same subject, but balance is redressed by the American *Journal of Aesthetics and Art Criticism*, *Philosophy and Phenomenological Research* comes from Buffalo (since 1940) and does not confine itself too exclusively to phenomenological problems and themes. The *Review of Metaphysics* comes from Yale (since 1947) and casts its net quite wide from time to time, bringing in, for example, Guine's famous article *On What There Is* in 1948. *Philosophical Studies* started from Minneapolis in 1949 as an American parallel to *Analysis*. It is now published from Holland like *Synthese* and edited from Arizona.

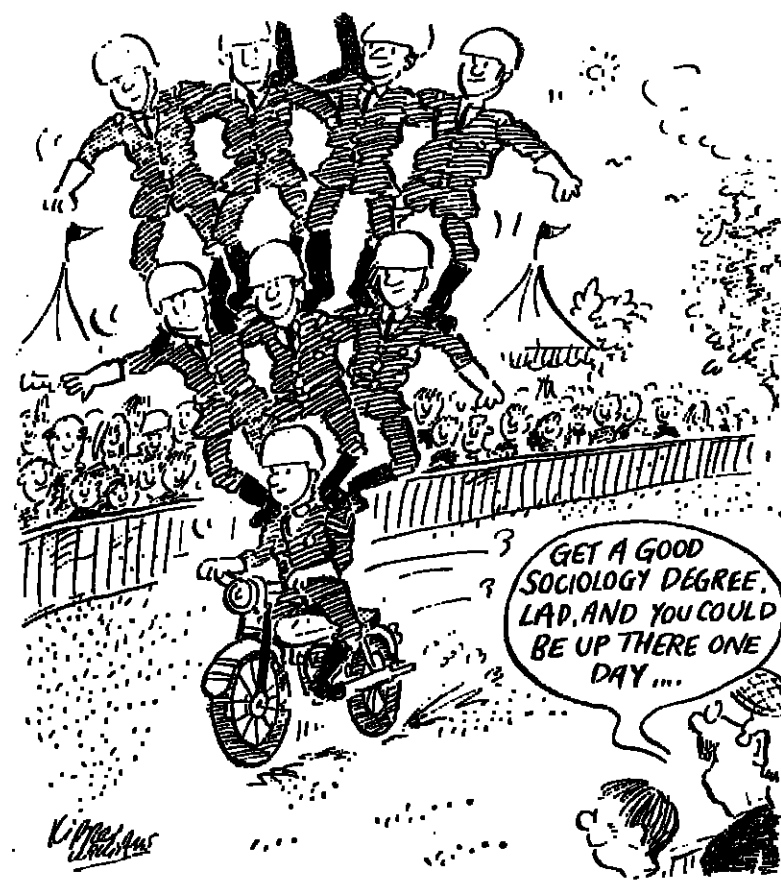
Outside the United States there are two periodicals from Canada: the resolutely bilingual *Dialogue* and the more English-speaking and English-thinking *Canadian Journal of Philosophy*. Fairly rigorous analytic philosophy, usually in English, is to be found in *Theoria*, the periodical in which the philosophers of the Scandinavian countries rule, from their ideas in the more widely spoken languages. From time to time the *Revue Internationale de Philosophie*, which has been published in France since 1934 breaks wholly or partly into English.

One of the least noticeable consequences of the OPEC strangulation of the West since 1973 has been a decline in philosophical publication. Yet I do not know of a periodical that has closed down, it may be that that is because periodicals have ready institutional clients and do not have to pay their contributors. Whatever the cause, the effect is that even in difficult times the theoretical philosophy continues.

The author is president of Trinity College, Oxford.

A question of national confidence

Professor E. G. Edwards examines the future of graduate employment



In 1870 when W. E. Forster introduced the first Elementary Education Bill his opponents demanded to be told how such an educated working class would find suitable employment when the majority of jobs in the country did not require the ability to read and write.

In the past year the Departments of Employment and Education and Science and the Confederation of British Industry have displayed the same anxiety about the future employment of the ever expanding pool of graduates. They are worried that the "traditional employment areas for graduates", whatever that may mean, may be exhausted.

In fact none of the recent communications such as that from the Unit for Manpower Studies on *Employment of the Highly Qualified* in 1986 nor the CBI's commentary on *Higher Education into the 1990s* have shown any knowledge of the actual history of graduate employment in the past 100 years. If they had they would have found the present problem has always existed in precisely the same form.

For the past 130 years since the modern exponential expansion of higher education took off all over the advanced world in the mid-19th century, the majority of graduates have always had to seek employment in jobs previously done by non-graduates and in doing so have usually upgraded and modernized them and transformed them into "traditional employment areas" for graduates.

A moment's reflection on the arithmetic of expansion suffices to prove this. During this period the working population has increased by not more than 150 per cent while the number of graduates employed has increased by 2000 per cent.

The highly qualified have in fact always proved more readily employable than the population at large and their employment has been a major factor in the vast technological and scientific developments that have multiplied the efficiency of production and made possible the vast improvements in public health, social and cultural services, and local and national communications.

'No one, as yet, has proved a strict causal connection between the educational level of the workforce and economic performance.'

The engineering professions played the major part in the technological transformation of industry. Employers now belatedly recognize this role and demand that higher education concentrate even more on the education of technologists.

Yet British employers were extremely slow compared with their German, American and Japanese counterparts in the pre-war decades and in the immediate post-war period in recognizing the need for a graduate engineering profession. Nothing else can explain why it is only in the last two or three decades that professional engineering has been a traditional area of graduate employment. In Britain, whereas in Germany or the United States this has obtained for almost the whole of this century.

The Unit for Manpower Studies paper shows even now only 12 per cent of those classified as administrators and managers are educated to the level of a graduate. Neither they nor the CBI have attempted to compare this with the record of our competitors. Yet if we examine the records of two such dissimilar countries as the United States and Japan one cannot but be struck by the relation between their economic strength and the level of education of their management.

The United States has undoubtedly over the past century shown the most sustained expansion both of the economy and the educational

level of its workforce, ever displayed in history. The two are clearly related. In particular American management and administration has become dominated by the "highly qualified".

Japan, on the other hand, started much later but the rate of expansion of its higher education since 1920 has been the fastest in the world. In 1961 it showed the highest ratio of educational level of its management to production output per employee of any country examined by OECD, and though its productivity there was relatively high some observers considered that it hardly justified the highly educated management. That was before the meteoric rise of Japanese productivity in the period from 1961 to the present.

Of European countries, Sweden since 1950 has shown both the fastest growth in Gross National Product and in the expansion of its higher education. In Germany, though their overall participation rates in higher education have accelerated at several times those of Britain in the past decade the very much greater economic progress is to be associated more specifically with the much greater representation of graduate technologists in their industrial management.

Of course, no one, as yet, has proved a strict causal connection between the educational level of the workforce and economic performance and clearly there are exceptional countries such as Kuwait, where one can find themselves metaphorically sitting on diamonds. And of course we have North Sea Oil (for the short term).

Conversely there are countries such as India which have a relatively high output from tertiary education allied to a low level of economic growth. It has clearly never yet reached the minimum economic take off level to employ productively the graduates they train.

But over the long period it is the capacity to employ the intelligence of one's workforce that is the only force which can survive the obsolescence of temporary political or raw material advantage and provide for sustained economic growth and social progress.

Industries which have only managed to employ very few highly qualified people—textiles—shipbuilding—old forms of transport—inevitably either gone or on their way out as major employers of labour. They will inevitably be taken over by the developing countries.

They must eventually be joined by motor car production and a host of other manufacturing industries. Indeed if we do manage to retain our present level of semi-skilled employment in these fields, it will probably be at the lower end of

the production process—assembling and packaging on behalf of design and development sectors in more advanced countries.

The same warning must be made about future employment in the social and public services. Already the computer is displacing the routine minor executive as well as the clerical worker. But if we consider such fields as nursing, employment services, social welfare, the police, where education to graduate level has been a rarity but where the complexity and required for organized knowledge required for efficient work is certainly comparable with that of a graduate engineer it is surely clear that for sheer economy as well as efficiency we will have little alternative but making them professions for the highly educated.

It is almost unbelievable that we still have to convert teaching into a graduate level profession. In England and Wales. The failure to do this has been one of the major inhibitors to the expansion of supply of students for all higher education. Indeed the whole of the present shortage of scientists and engineers and the supposedly deplorable standards of mathematics are due overwhelmingly to the fact that hardly any mathematics graduates entered school teaching in the critical decade of 1960-1970, whereas the official Government projection of the late 1950s predicted that we were educating 25 per cent more than many graduates in this field.

'It is almost unbelievable that we still have to convert teaching into a graduate profession.'

The majority of working class school children in this country rarely come into contact with graduate teachers and yet as we have seen in an earlier article the rate of expansion of higher education is probably always proportional to the number of young people who come under the close influences of the highly educated.

This is an important factor to be considered when seeking an explanation of our failure to increase the proportion of working class children in higher education. The other factors are the inhibiting influence of a cultural and family ambience which is apathetic or hostile to higher education and the lack of an overt challenge or motivation to higher education emanating from their future employers.

As in the papers on the expansion of higher education, Government and industrial estimates of the employment of the highly

qualified hover between a pessimistic determinism in projections and an arbitrary and indecisive approach in policy.

In the absence of policy, nature is certainly apt to take its own course for most pessimistic fears will certainly come true if we do nothing about them.

Consider again the demand for higher education by students—the motor for expansion. This is certainly slowing down. The CBI paper makes random guesses at future participation rates. Now it may well be true that the participation rate of the "inner circle" which is strongly motivated and groomed for higher education by its cultural and social background is reaching saturation.

Indeed the participation rate for male children of the professional classes who constitute 9 per cent of the population must be approaching a real figure not of 13 per cent but of about 70 per cent. This might possibly be reaching the limit. Nevertheless because this is a continually expanding sector of the population, the actual number of students from this class has still been growing at over 4 per cent per annum.

'Higher education is a major form of investment in future production.'

On the other hand the participation rate for female children of that 60 per cent of the population who are more or less insulated from the influence of higher education by their cultural and social background is probably less than 3 per cent and decreasing. Whether the participation rate as a whole stays at its internationally low figure of 13 per cent depends precisely on whether we devise social, economic, employment and educational policies that will energize the unused abilities and talents of those 60 per cent.

Similarly, with regard to employment, if like the CBI we consider higher education essentially much like any other expensive form of consumption, at most a mere adjunct to an industry unlikely to require more, then we shall certainly find difficulty in employing graduates. We shall find even more difficulty in employing anyone else.

If, however, we consider higher education as possibly the most important essential component in transforming the economy (as our more successful competitors evidently do) then we will set about changing the structures of industry and particularly of management to make sure that the demand for highly qualified continually expands.

In such a context it would certainly be appropriate to consider some of the economies so strongly advocated by the CBI such as the more intensive use of educational buildings and equipment, and the technological modernization of teaching methods. (Some of their other proposals such as the worstening of staff/student ratios and shorter courses show little evidence of any real knowledge of the severe educational problems involved in any wide extension of the higher educational franchise.)

But such economies as should properly be made should not primarily be concerned with reduction in public expenditure for its own sake. Higher education is a major form of investment in future productivity. Proper economy should be designed to produce the maximum rate of output and employment of the highly qualified given the limited stock of good teachers and research leaders at any one time.

The role of government cannot be passive; a mere collector of information and surveys and dispenser of services. Its policy of public provision will ultimately decide whether we become a low demand, low supply region of higher education—in other words join the underdeveloped countries, or whether we become a high demand, high supply area—which will be exceedingly difficult but much more rewarding.

The author is a former vice-chancellor at the University of Bradford.

Australia

A special report on the latest developments in higher education



The varied face of higher education in Australia today, where technical education is planned as the major growth sector.

Gradual reform—and cuts—mark path towards 2000

by Ngaio Crequer

The Federal Government is soon to respond to a series of recommendations designed to plot the future of Australian education to the year 2000.

The Williams report, although it stressed that the key to the future was gradual reform rather than sweeping structural change, has implications for every sector of education.

The Report of the Committee of Inquiry into Education and Training, chaired by Professor Bruce Williams, Vice-Chancellor and Principal of the University of Sydney, placed the emphasis on cost-effectiveness, rationalization and an increase in flexibility among staff and institutions.

At the time, it was largely welcomed by the university and college sectors, which it did little to disturb. Indeed, as "Waiting for Williams" had become a favourite pastime for academics between the announcement of the inquiry and its report two and a half years later, the actual product was for many an anti-climax.

Serious ripples were caused some months later, in June, when the Federal Government announced that AS40m was going to be cut from the education budget.

The guidelines gave the universities and colleges of advanced education

AS1,193.8m for 1980, compared with AS1,210m in 1979. For technical and further education the figures were AS134.5m (AS121.5m in 1979) and for schools AS631.8m (AS669.8m in 1979). All estimates were to December 1978 price levels.

The allocations were in line with one of the main recommendations of the Williams report, that the major growth area should be in the technical and further education (TAFE) sector.

The Government based its decisions on evidence that enrolments in universities and colleges were stabilizing, and that total enrolments in schools were beginning to decline. It is envisaged that university enrolments should remain steady at the 140,300 mark and that those in the colleges should rise slightly from 118,800 to 119,500. Capital and equipment grants for the universities and colleges would be cut such that, with a few minor exceptions, only new buildings under way could go ahead.

Clearly some of Williams has found favour, and it will be interesting to see how many of the 116 recommendations are acted upon.

What Williams tried to do was to link the provision of educational services firmly with the growth of the national economy.

Thus it said that the cost of education would fall to about 1.6 per cent of the gross domestic

product by the year 2001, compared with a 1977 figure of 1.84 per cent.

The Williams report dealt at some length with the possibility of the question of reintroduction of student tuition fees, which were

without subsequent recommendation, gave rise to fears among the student body, and speculation in the press, that fees were on their way back.

It was also being said at the same time that a Government working party had reported that tuition fees should be reintroduced.

The cynical argued that the best way to stop the introduction of tuition fees was to publish the Blandy report—because it was so complicated, required wholesale changes and involved great changes in the way one values post-secondary education.

Currently there are no fees, and there is an inadequate grant (allowance) system of support. Many would say there has not been sufficient time to judge the real effects of the abolition of fees, despite one serious but premature attempt to do just that.

But to prevent further speculation, the latest interim Senator John Carrick, Minister for Education, said in June that "the policy is that there will be no re-introduction of tertiary fees at any level in 1980". That remains the latest position.

But it is interesting to note that Williams did say that any difference between fees in arts, law and economics, and in dentistry, medicine and veterinary science, would be very large.

The Williams report clearly delineates the roles of the universities and the colleges of advanced education (which include institutes of technology, some technical colleges, and teacher training colleges).

It reflects a call to create a further tier by separating a group of leading colleges from the bulk of the colleges of education.

For the universities, it calls for tougher entrance standards to avoid wastage. Universities should not be encouraged to enrol students who have little chance of graduating. It said that "the proportion of students who fail to complete their

courses remains disturbingly high. Of the students admitted in 1957, less than 60 per cent graduated and only 35 per cent did so in minimum time. Of the entrants in 1971, a Committee survey showed that over 70 per cent were expected to graduate and 57 per cent did so in minimum time".

Other ways of reducing wastage, such as improving learning techniques, increasing personal attention, and the possible introduction of rehabilitation courses where failure rates are high, are suggested.

To prepare the way for flexibility and innovation, universities should prepare schemes for early retirement, retraining and secondment of staff and "introduce more exacting criteria for the granting of tenure, increase the number of annual appointments and also prepare schemes for redundancy in case such measures do not provide the desirable degree of flexibility".

There should also be greater collaboration between universities and the colleges in, for example, joint appointments in teacher education.

A radical suggestion is that colleges should be given a contract to provide TAFE courses where there is excess demand, and vice versa.

Diversification may have led to courses ill-suited to vocational needs so the colleges should redesign their courses, study their methods of student selection and review their teaching, examining and counselling.

The report says that TAFE courses, which cover the range from professional diploma to trade and adult education, should be more accessible and more sensitive to pre-employment needs and skills.

There should be a national centre for research and development to analyze the skills required by technical change and the courses needed to provide them. Overall, the report gives a major boost to research with several recommendations to make grants and funds available.

Professor Bruce Williams: key to the future.

abolished by the Labour Government in 1974.

Williams in fact made no comment on the reintroduction of fees, but published as an appendix a paper on the question by Professor Richard Blandy, professor of economics at Flinders University.

Professor Blandy made a case for an extremely complicated system of funding, including grants, loans, a tax on former students to shift the burden of financing post-secondary education from the taxpayer at large to the taxpayer who has benefited from the system, and a means of funding research separately from tuition costs. One of the aims of the package would have been to make education much more consumer-conscious.

The sheer fact that the Blandy report was included in the report,

On other pages

Providing for the black minority

Changing composition of universities

The technical sector

Australia's answer to the OU

The Students' Union fights back

12

13

14-15

16

How the young Aborigine adapts to two worlds

There are about 116,000 Aborigines in Australia if one includes wholly and part Aborigines. There were about 300,000 Aborigines living in Australia when European settlement began in 1788. It is estimated that by the end of this century numbers will be back to those of pre-settlement days.

A 1976 study found that only about 1 per cent of Aborigines and Torres Strait Islanders reach the secondary years of schooling, compared to 10 per cent of non-Aborigines.

The black population is not evenly spread. Over the years large numbers have moved into the cities, but there are still relatively big settlements in the outback, where the Aborigines have maintained much of their own culture and style of living, both on and off reservations.

In the Northern Territory, which has a total population of about 160,000, more than 25 per cent of the people are Aboriginal. Even so, in 1978 only 12 Aborigines qualified for recognition as permanent teachers in the Commonwealth Teaching Service, compared with seven in 1976 and 10 in 1977.

State education departments all over Australia have been slow to recognize the different needs of Aboriginal children, and reflect this in their traditional teacher training courses. But educationists see that the growing need is to bring more Aborigines into the system as teachers.

The Northern Territory is more aware of the problems because of force of numbers. Understanding the difference between the white and black cultures is one of the first hurdles. Mr Don Dixon, Vice Principal of Darwin Community College, who is researching Aborigine history, says that the main problem is the white attitude to the Aborigine.

"It is a derogatory attitude. They see Aborigines drunk and claim they are a debased people and offend white morality conventions. White people will not accept that Aborigines have been victims of policies that have created an attitude of mind that will not easily be shifted."

"The convenient label that is now used is dispossession. We saw the same kind of thing among people in displaced persons camps in the Second World War. People on Indian reservations, and the Eskimo population. The effects of dispossession are apathy, listlessness and a lack of motivation," he said.

The great debate has been whether to try to assimilate Aborigines into the Western culture, because essentially it is successful, or to let the culture in which the Aborigine will be forced to live, or whether to accept the separateness of the two cultures and to live and educate accordingly.

Those who argue against assimilation say that there is a real danger of the traditional Aboriginal culture being lost, with the result that the Aborigine will become even more of a second-class citizen.

Some assimilationists, although they would not say so, are quite crudely, say that if the Aborigine wants the benefits of white civilization—such as modern sewage treatment and sickness benefits—then he should not balk at the rest.

The assimilation argument was swept away when Gough Whitlam's Labour Government came to power in 1972. "There were going to be no more black 'white men'". In 1975, when the Liberal-National Country Party (Conservatives) took power, their stated aim was to give Aborigines the fundamental right to retain their racial identity or traditional lifestyle where desired, and to adopt partially or wholly a European lifestyle.

The young Aborigine has to try to live in two worlds. At the end of a school day, he will return to his elders, many of whom see the emergence of their young in the white educational system as a threat to the continuance of their own special identity.

Although by law both whites and Aborigines have to attend school, in practice Aborigine children fail to turn up. Teachers and Department of Education officials say enforcement is impracticable.

A way of increasing Aborigine involvement in the teaching system and of giving them more credibility has been the use of Aborigine teacher aides or assistants. There are about 300 of these in the Northern Territory.

One of the most complex problems facing Australia is what kind of education should and can be provided for the indigenous Aborigines. A dominant white Western culture is trying to understand how to provide for a black minority it knows little about. At the same time, slowly but surely, the Aborigines are developing their political consciousness and demanding a say in what they should be taught, how, and by whom. Ngaio Crequer reports.



Aboriginal children get normal lessons (top), but as they get older they also need to identify with their own culture and maintain traditional skills (below).

They are not fully qualified teachers and their experience varies. They act as a means of communication between the teacher and the child. They can help with language difficulties, explain cultural differences and help both sides to know what the other wants. They can be a link between the majority culture and the Aborigine, who may be fully tribalized or may feel that he is on the brink of both cultures.

The aide can also be a confidence booster and play a part in showing the young Aborigine that his or her culture is just as worthy as the all-prevailing dominant one.

The aide can play an important role in preventing a failure to understand Aboriginal tradition. Stephen Harris, of the Northern Territory Department of Education, has researched Aborigine "avoidance relationships".

He said: "A brother and a sister do not talk to each other directly

after puberty but are very loyal to each other. A woman might leave her husband for her brother. A problem could arise if a white teacher pairs two children who should not be together."

"Further, a boy should avoid the mother of his prospective spouse, who might be the same age as him. The solution is for more white teachers to afford respect to Aborigine teacher assistants and be willing to learn from them."

It is unfortunately true that not all teacher aides are used to their fullest capacity. As Don Dixon and others testified, in some schools or with some teachers they are used simply as "ink monitors" and are not allowed to develop their role as bridge-builders.

According to Stephen Harris the goal is to try to utilize Aborigine learning styles without losing educational soundness. As he has chronicled in an internal depart-

ment paper, aboriginal learning is a much more informal process than that for Europeans.

For the latter, it takes place in specified institutions, by trained teachers without their constant everyday life. Traditionally, aboriginal education is conducted by relatives, at no special building and with the content dictated by everyday life and survival. Education is largely non-verbal, with skills being imparted over a number of years in a much less conscious way than in Western schooling.

Aborigines also learn much more by observation than instruction, with a high emphasis on social participation. But Mr Harris stresses that Aborigines cannot just opt out of basics such as the three Rs and oral English.

Darwin Community College runs a teacher education programme for

Aborigines at one of its annexes, Batchelor, about 60 miles south of Darwin. After successful completion of one year, the Department of Education issues a Grade 2 certificate to the candidate, who becomes a teaching assistant. He proves his Grade 3 at the end of the second year. At the end of the third year the college issues the award, the Aboriginal Schools Teaching Certificate, which is recognized locally.

One of the problems is that the Commonwealth Teaching Service affords only "two-year trained" status to the holders of the ASST, because some of the work is at matriculation standard. This resented, because two-year training courses for European Aborigines were phased out earlier this decade. The ruling effectively prevents Aborigines from going into the traditional structure. They will like a course which is not seen as a second rate, but which recognizes differences in teaching needs.

To fill the gap, Darwin Community College and the Northern Territory Department of Education have jointly prepared proposals for a diploma in teaching and a diploma in teaching, especially aimed at Aborigines.

Although widely supported by the people in the field, the proposals have been stymied, temporarily at least, by opposition from within the department. But it is still a live issue.

The courses, which it is hoped will be nationally accredited, are specifically geared towards meeting the tribal Aborigine. One course elsewhere in Australia devised with the urban Aborigine mind, are irrelevant in the Northern Territory.

The aim is to give aborigines equal status with white teachers. But for it to be acceptable to Aborigines it will need to be accepted norms and standards imposed on existing courses, and it must stress the more relevant knowledge of his community culture which the Aborigine brings.

The assumptions behind the course are that students may be formal European entry qualifications, and will prefer to study at home and be in regular contact with their communities, even if it means breaking off the course as coming back and must be bicultural.

One feature of the course is its concentration on personal learning, in recognition of the fact that Aborigines are more geared to the than impersonal learning from books. The curriculum includes teaching skills, school experience, language and reading, child development, bicultural education, mathematics, art and craft, science, social science, English as a second language, Aborigines today, contemporary culture and the Australian political system.

Dr James Eade, Director of Education at the Department, urges caution, noting that he is fearful of patronising the Aborigine by saying that their educational performance is greater than it really is.

He said: "I want Aborigines to be trained to a genuine national accreditation standard, not a spurious one. Very few want or need a qualification for a fourth year pass. A three-year course is not the answer."

He sees the department's job as providing building courses to enable those who want to go on to do so, nationally accredited courses rather than to have them now and do so.

The new course has yet to be approved, and it is too early to speculate about its likely success. Clearly it attempts to get to the roots of the problem. Nevertheless, it is only one of its kind, and must be encouraged throughout Australia.

As G. Duke and Elizabeth Somerville commented in *Design for Diversity* (published by the Education Research Unit, Research School of Social Sciences, the Australian National University, 1976): "While compensation and palliatives are in order, the need is for a system, responsive to diverse and evolving needs, which places aboriginality at the heart of the educational experience instead of treating it as a disfiguring disability."

John Kirkaldy, in Sydney, looks at the facts and figures of Australian higher education

The 'average' student takes on a new look

That mythical figure, the average Australian university student, is most likely to be male, middle-class and under 22. Figures from the Tertiary Education Commission (TEC) and the Australian Bureau of Statistics demonstrate, however, that this stereotyped picture is becoming less valid.

Women are becoming more involved in university life (but not as fast as most feminists would like); students generally are becoming a little older on average; and in recent years there has been some broadening of opportunity for disadvantaged groups.

Other noticeable trends are the virtual standstill in student figures, a rise in part-time and external study, and a no growth situation in new universities and major capital programmes.

On April 30, 1978, there were 160,635 students in the country's 19 universities. On the corresponding day in 1977 there were 158,411. The TEC estimate that in 1979 the figure was 161,800, and project that in 1980 it will be 162,500 and in 1981 162,800.

Contrasting with these figures is a drop in full-time students. In 1977 there were 101,235. The number of part-time and external students rose in 1978 by 3 per cent and 20 per cent respectively.

In 1978 full-time students (101,235) comprised 63.2 per cent of all students enrolled, part-time students (47,191) made up 29.5 per cent, and external students (11,609) were 7.3 per cent.

The TEC commented: "Student load [a figure based on the teaching demands for universities of full-time and part-time students] in 1978 was very slightly lower than it has been in 1977; this is the first decline in student load for 25 years."

In 1978 the TEC calculated the student load at universities as 140,650 compared with 140,541 in 1977—a drop of 0.2 per cent. There is every indication that in 1979 and 1980 this figure will remain static or will drop slightly.

A look at the course structure of Australian universities reveals small but important changes. Higher degrees have increased slightly, while there has been a reduction in the number of postgraduate diplomas and undergraduate degrees.

In 1978 there were 19,141 students (12 per cent of total enrolment) registered for higher degrees, 5,887 (3.7 per cent) for postgraduate diplomas, 128,348 for undergraduate courses (80.5 per cent), and 6,130 for other courses (3.8 per cent). In 1974, the corresponding figures were: higher degrees 15,241 (10.7 per cent), postgraduate diplomas 6,350 (4.5 per cent), undergraduate degree 117,227, and other courses 3,482 (2.5 per cent).

Behind these figures lies one of the most important changes in Australian education, the rapid growth of university institutions. By 1911 there was a university in every state (the first Sydney University, was founded in 1850) but the seventh, the Australian National University (ANU) at Canberra was not founded until 1946. In the next 20 years this figure more than doubled and student numbers increased six-fold.

Although this growth paralleled similar changes in other western countries such as Britain, the Australian boom continued later than most other nations. Five universities (James Cook, Griffith, Murdoch, Wollongong and Deakin) have been established since 1970.

This trend is now over. With the exception of the proposed Maritime College, it looks as though no further universities will be built in Australia in this century.

Australia shares most of the demographic features that have affected tertiary education in other countries: smaller families, a decline in the birth-rate, the greater availability of contraception, the growth of the women's movement, and the introduction of legalized abortion.

'Cinderella' of the system

Headline writers in Australia have been known to refer to the Technical and Further Education (TAFE) sector as the "Cinderella" of the country's education system. Allowing for the exaggeration of their trade, the claim is not surprising.

Jointly funded by the federal and various state governments, in 1974-75 TAFE received only 21.2 per cent of all education grants. By 1976-77 this had risen to 25.6 per cent. From 1973 to 1975 it obtained only 14 per cent of commonwealth government grants to post-secondary institutions for building and equipment; in 1979 it is to get 56 per cent. The contrast is even more striking when it is considered that the rest of "education" in Australia is virtually at a stage of no growth and, in some cases, of decline.

The present Liberal-National Country Party Coalition of Mr Malcolm Fraser underlined its commitment in the 1978-79 Budget. The Federal Government announced that it would spend \$1.65m on TAFE, an increase of 10.4 per cent over the previous year. The amount includes \$52m of the additional \$52m the Government undertook to spend in the 1977 election on capital works in this area.

The TAFE sector covers a very wide spectrum from hobby and leisure pursuits to vocational courses. These are provided in 194 major institutions (with 581 auxiliary annexes), and 285 minor institutions (with eight annexes). In 1977 there were over 800,000 course enrolments.

Participation rates of young people in universities in the 17 to 22 age group is subject to very little variation from state to state. In 1978 the highest figure was 10.5 per cent in New South Wales and the lowest 6.9 per cent in Tasmania.

That great hope of many of the liberal and left wing—the abolition of university fees—has done little to affect the social background of university students. The most comprehensive report, *Students in Australian Higher Education: A Study in Their Social Composition* (since the Abolition of Fees, claims that the effect has been, at best marginal).

The report, published in 1978, was written by Dr Don Anderson, Professorial Fellow in the Education Research Unit of the ANU and chairman of the inquiry into post-secondary education in South Australia; Mr Rick Bowen, a member of the University of New South Wales' Tertiary Education Research Centre (TERC); and Dr John Powell, assistant director of TERC.

The report commented: "The effect of fee abolition on the social composition of students in higher education is small, although large numbers of individuals are affected by the presence or absence of fees and those who are so affected are disproportionately from the lower social-economic status and other disadvantaged groups."

The report found that about 20 per cent of those students surveyed said that they could not have started or would have to defer their course of study if there had been tuition fees. It concluded: "Most instances have had their effect well before students even get to the point of seeking a place in higher education."

These conclusions have given some encouragement to the "bring back the fees" lobby, but the present Liberal-National Country Party Coalition of Mr Malcolm Fraser has not yet been tempted. Senator John Carrick, Federal Minister for Education, announcing the guidelines for the coming financial year in June 1979, commented: "The policy is that there will be no re-introduction of tertiary fees at any level in 1980."

Australian universities, therefore, face a period of consolidation after rapid development. But they also risk a period of stagnation if they do not adapt to changing social conditions.

TAFE courses are divided into a six-stream and 11-field classification system. Stream One consists of professional diploma courses (this includes less than 1 per cent of enrolment). Stream Two involves para-professional or middle-level courses; this is divided into basic technician, post-certificate and higher or advance certificate courses (20 per cent).

Stream Three is devoted to trade level courses; this is subdivided into trade, pre-apprenticeship and pre-employment and post-trade courses (18 per cent). Stream Four concentrates on commercial and technical training not considered as trade or middle-level (13 per cent).

Stream Five provides preparatory or bridging courses to those who lack educational experience is not sufficient to permit direct entry to a vocational course (14 per cent). Stream Six consists of non-vocational and adult education courses (28 per cent).

The reasons behind TAFE's spectacular growth are not difficult to find. Australia, like so many other western countries, has been undergoing something of an economic recession in the past few years. In December, 1978, for instance, the inflation rate was 7.8 per cent, and unemployment in January stood at 7.1 per cent. Particularly worrying is the statistic that in June, 1978, 15.6 per cent of those in the age group 15 to 19 years were unemployed (this compares with 8.8 per cent in the 20 to 24 group and 4.1 per cent in the 25 and over group).

This rapid expansion has not been without its growing pains and this has been accentuated by the diverse nature of TAFE. It faces the difficult task of promoting, harmonizing and coordinating worlds as diverse as car maintenance and poetry reading.

Allied to these problems are other fundamental questions: given

Vocationalism, particularly in the training of young people, has therefore become the latest educational watchword, and TAFE has benefited accordingly.

There has also been a feeling that TAFE has lagged behind the great growth of universities and colleges of advanced education (CAEs) since the Second World War. In 1977, for example, there were 158,411 students enrolled in Australia's universities, six times the 25,585 attending in 1946.

Although TAFE relies on both federal and state funding (unlike universities and CAEs), the TAFE sector remains the ultimate responsibility of the state governments. Except in New South Wales, which has a Department of Technical Education, and in South Australia, which has a Department of Further Education, TAFE comes within the vocational departments of education. (In the Australian Capital Territory and the Northern Territory, TAFE is administered by the Commonwealth Department of Education.)

In 1976-77 the Federal Government provided 29 per cent of the finance for TAFE, compared with 23 per cent of that for schools.

This rapid expansion has not been without its growing pains and this has been accentuated by the diverse nature of TAFE. It faces the difficult task of promoting, harmonizing and coordinating worlds as diverse as car maintenance and poetry reading.

Allied to these problems are other fundamental questions: given

continued on page 14

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BOOKS

Painstaking and dishonest

Cyril Burt: psychologist
by L. S. Hearnshaw
Hodder and Stoughton, £8.95
ISBN 0 340 17163 4

On the evidence presented Professor Hearnshaw is a painstaking and honest man. On the evidence presented Professor Burt was a painstaking and dishonest man. Yet not enough evidence is presented to decide whether Hearnshaw has been sufficiently painstaking to reveal the full extent of Burt's dishonesty. Nor are they a Boswell and a Johnson, the one lacking flair and the other flavour. Nor does the subject deserve 370 pages: one of those British Academy obituary essays would have sufficed. Nor would it have got 370 pages were it not that newspaper sensationalism led to publisher's response. So the innocent Professor Hearnshaw had to start again on a longer and weary journey beyond the original eulogy to a reluctantly muted and still kindly portrayal of an academic fraud.

It is a sorry story, but we have not heard the last of it: for the remorseless Professor Kamin is still on the trail which leads from Princeton via Liverpool to the further reduction of Burt's reputation as a scholar. Hearnshaw's judgement essentially is that Burt began to cheat only after he retired. Kamin may well confirm what others have suggested, that Burt was a young as well as an old delinquent. The question is whether it matters, and the answer differs according to whether one is concerned with the pathology of persons or institutions. In other words, the biographer always has the problem of striking a balance between the "life" and the "times" of his chosen hero. Biographies may be primarily psychological or sociological.

Sociologically the short answer must be that Burt's research work, fake or genuine, has made little or no difference. The general theory of interaction between genetic and environmental factors in determining the phenotypic behaviour of individuals and groups owes nothing to and is undisturbed by his career. The application and misapplication of this theory to explain individual differences in mental capacity would similarly have run much the same course without him.

Where he did exercise a temporary and malevolent influence was in his use of largely fabricated evidence, on twins reared apart, to

maintain the hypothesis that differences of average IQ between classes manifested underlying differences in the relevant genetic distributions, i.e. that, for example, the British working class in the twentieth century was genetically distinct from the middle class. But again it probably never mattered. In science as in politics, for saints as well as sinners, many are called but few are chosen.

As to his position in a famous university as Professor Sir Cyril it could be argued that his discovered fraudulence encourages cynicism towards scholarship in particular and authority in general. But against this must be set his widely acclaimed skill in the art of exposition (and every good teacher is something of an actor-magician) and his undoubted and perfectly genuine capacity to bring a polymath's criticism to bear on the work of others.

More important is the light thrown by this case of professional deceit on the logic of scientific discovery. In Karl Popper's description of the process the essential steps from a given state of knowledge are, first, hypothesis, second, deduction from hypothesis and third, checking of deduction against observed fact. In his famous, now notorious, 1961 paper on intelligence and social mobility Burt deduced from his hypothesis of a hereditary intelligence that general intellectual ability is largely innate, added Mendelian genetic theory as developed by R. A. Fisher and deduced rules of social mobility between occupational classes. But he avoided the third and vital step of checking theory against fact. Instead he invented empirical "data" to fit the theory.

Why? This brings us from the work to the man. The rake's progress has been succinctly described by Professor Lankaster-Jones of the Australian National University as a slide from obsession through pseudo-science to outright fraud. Burt was obsessed with the mantle of Galton. The pseudo-science was the (difficult and clever) use of Popper's first two steps without the third. The fraud was to publish the result supported by false data.

Hearnshaw offers much biographical detail consistent with Lankaster-Jones's interpretation. But his own view, temperate and appreciative of the "complexity of human motives as it is, is not very convincing. He suggests, for example, that Burt absorbed genuine qualities from four



Sir Cyril Burt.

early years in a London Board School, but provides no evidence for this conjecture other than that Burt attended such a school. He suggests that a classical education contains similar dangers in that pupils are trained to "fake" essays in the manner of Demosthenes or Cicero. He notices Burt's tragic incapacity for straightforward sexual relations, as evidenced by a failed marriage, odd secretaries and housekeepers, and fantasy women like Miss Conway. He invokes Burt's misfortunes, such as the loss of research records during the war and the affliction of Ménélière's disease, but he cannot establish any tight relation between these vicissitudes and Burt's flawed character.

There is a shortage of evidence. Burt was punctiliously reticent even in his diaries, leaving us in ignorance of his intimate relations in family, school or marriage. As a man he will probably remain enigmatic. I suspect that if we knew more we might find him a victim of a peculiarly English form of marginality. He was gifted, but not gifted enough to be rewarded by assured membership of the English "intellectual aristocracy". His school, Christ's Hospital, was accreted to the magic circle of the most famous public schools, and he was not quite among the cleverest boys of his year. His college, Jesus, was not among the glittering Oxbridge societies and he did not quite get a first.

But those too are conjectures and probably not worth much further research on their subjective consequences. The charitable thing now is to leave the man's grave in peace, acknowledge that he concerned himself with matters of human importance and to concentrate our attention on the problems he failed to solve.

A. H. Halsey

Moon-raking

Science, Sin and Scholarship: the politics of Raymond Moon and the Unification Church
edited by Irving Louis Horowitz
MIT Press, £8.75
ISBN 0 262 08100 8

Irving Horowitz is well known for his crusading probes into ethical issues revealed by social investigation. When in 1976 he was asked to contribute to a conference funded by the Unification Church he felt it his duty not only to refuse the invitation but also to publish an article "Science, Sin and Scholarship" suggesting that those who had attended should face up to the implication that they were condoning the dubious beliefs and practices of Moon and the Unification Church. The present volume is a collection of essays and documents which are presumably meant to offer the public a further chance to examine the sin in their midst.

Berkeley Rice's paper "The Pull of Sun Moon" points to what is possibly one of the most challenging judgements for social scientists: consideration—namely that what critics of the Unification Church call exploitation, Moonies themselves consider a bargain. But apart from a few facile generalizations about "meeting the needs of the young" the book as a whole offers us little indication of just what the Moonies might get out of their church membership.

One of the ethical challenges that arises out of the fact that Moonies consider they have a bargain is whether or not parents have the right to remove them from the church. The book contains a statement by the American Civil Liberties Union and a judgment in the light of the First Amendment, in favour of the right to follow any religious movement. Between these is recorded the decision of the judge who awarded the parents of five adult members of the Unification Church not only temporary custody of their children, but also the right to have them deprogrammed should the parents so desire. The court's reasoning is the usual grounds that a child is under even though the parent may be ninety and the child is sixty. The parents are still in charge" (page 206).

The church's theology, *The Divine Principle*, is examined from various

angles. The churches of Christ include that on several fundamental counts it is erroneous or misleading and cannot therefore be considered Christian; another paper, more worryingly, points out the semitism (denied by the church) the theology; and a further by Barbara Hargreaves rejects the current criticisms, but points out, possibly more realistically, that many of the concerns which arise from certain of the church's beliefs.

The case for the defence is entirely absent. It takes its persuasive form in an extract from Frederick Sonnet's book in which he responds to some of the charges against the church, but is left with the feeling that it is a case for the prosecution to dominate this book. Some of the papers are almost entirely informative, merely repeating allegations already available in the contributions, and the uncomfortable feeling that the Unification Church is being condemned through rather than through evidence. This is especially evident in the section on "The Pull of Sun Moon" which is far more informative about the corrupt practices of the Korean Central Intelligence Agency than about the church's own practices with that unsavoury organization.

As an example of what is meant by "literary association" we take the assertion (on page 76) that the church "forms its own brainwashing". The next sentence describes the psychological control applied to imprisoned American soldiers during the Korean war.

I am not suggesting that the pressure is not put on parents converts. It is. But it is not under conditions of physical duress. Nor am I suggesting that "desperate" is an accurate description of the church which gives rise to legitimate concern. I am suggesting that while *Science, Sin and Scholarship* could go some way to informing us in a way of the Unification Church, it could also be accused of creating a misunderstanding, suspicion, rumour and fanning the flames of rhetorical prejudice.

This too could be regarded as sin for science and scholarship.

Eileen Barker

Facts of academic life

Justifying Research and Teaching Objectives in Universities
by Graeme Norris
Saxon House, £9.00
ISBN 0 566 00243 4
The Effective University: a management approach
by Graeme Norris
Saxon House, £8.50
ISBN 0 566 00242 6

These two books are essentially concerned with the effectiveness with which a university is run. As one would expect, no clear-cut guidelines emerge, although the sporadic evidence is often extremely entertaining. For instance, academics clearly publish a good deal less than they would lead you to believe. At a typical British provincial university only 10 per cent of the staff had one or more publications per year between 1970 and 1975, 30 per cent and 45 per cent respectively had one or two per quinquennium and 15 per cent less than one during this five year period. Even in the top 12 American universities only 12 per cent of staff published one paper a year in the "better" journals and outside of this top 12 a figure of less than 3 per cent was common; not a great deal given the time that university teachers allege that they spend on research.

But this may not be as serious as it seems. The individuality of good teaching and research receives scant empirical support from surveys of student opinion concerning lectures, seminars, and so on. The great cliché of academic life goes to the wall. Then too, if developed countries which advance more rapidly than the United Kingdom spend less on research, as they do, then the economic value of this

research is thrown into question. The economic value of university teaching also comes in for some sceptical remarks in both of these books. As the United States Department of Labour put it, "whatever graduates may want to do, most of them are going to wind up doing what there is to do. But is this the whole story? If much of the development arose from university research, then a great deal of the demand for computer scientists and electronic engineers arises, and can only be satisfied by university training. Further it seems that graduates gain a good deal more than those who leave school with A levels alone and society values them even in the absence of vocational training; PhDs in particular go on increasing their earnings until late on in their careers. Nevertheless, the suspicion remains that employers do not specifically seek out non-technical and scientific graduates for the analytical and problem-solving ability which their university education allegedly gives them, but simply take the position that a university degree is evidence that the graduate is in some sense the best of his generation. If this is so, Norris argues, then the public is paying for an extremely expensive screening device.

Another thing which British society at large should question is the situation in which research grants and postgraduate employment tend to concentrate on institutions within a 50-mile radius of London. Norris lists ten institutions where research grants and graduate students numbers are defined as large relative to full-time student numbers and only one, Birmingham, is outside this charmed circle. Now if this situation tends to correlate with research council committee

membership, which it does, it correlates with indices of institutional quality such as the number of PhDs on the staff, gross value added, and so on. It is this last sufficient excuse for the North of our nation is in a relative economic decline and what relationship between economic advance and institutional quality can be closer in the future than in the past? How many of us above the Trent must be prepared to join a Northern Nationalist circle before this particular excuse is broken?

Academic readers will be interested to learn that the rate in arts and social science journals is considerably higher than it is for those in science and technology: a fact which university promotions committees may find of interest. Another difference between human and social sciences and science is that there is little correlation between rank and degree results with time, whereas A levels are a much better predictor for applied science. These selections from Norris's book should give us a much more detailed view of the research performance of universities and their promotion committees than we get from the usual indices, how teaching and research are evaluated, may only be a slightly more sophisticated version of the same old story.

These books then, are a mixture of interesting pieces of information concerning the evaluation of university research and a jargon-laden, impractical systems analysis.

Anthony Bottomley

BOOKS

Does the 'real' Virginia Woolf stand up?

The Unknown Virginia Woolf
by Roger Poole
Cambridge University Press, £6.95
ISBN 0 521 21987 6

"There is always another story, there is more than meets the eye", Auden's line receives lavish illustration from Roger Poole's new study, *The Unknown Virginia Woolf*. The story he tells involves a radical reinterpretation of Virginia Woolf's life and art, taking issue sometimes directly, sometimes by implication, with the majority of people who have written about her.

The main target for Mr Poole's criticism is Leonard Woolf's attitude to his wife's illness, which Woolf described as "madness", a term later endorsed by Quentin Bell in his biography, the editors of her letters and diaries, and used, if not endorsed by Virginia Woolf herself. Mr Poole rejects this description as both irresponsible and unsubstantiated by adequate evidence.

In his view, Leonard Woolf was an embodiment of the rationalist mind in *excelsis*, caught in a situation beyond its sympathies, a pretension. "There is no awareness in Leonard that no one would like 'ill' will even remotely do justice to this complexity of the situation... Leonard believes that mental illness is like having a broken leg, and that a specialist can say in one word whether or not it is broken." Leonard's treatment for his wife—the argument continues—of rest, food and seclusion, proceeds from this naïveté; his unshakable sense of knowing what was best made it impossible for him to allow the patient to have any legitimate point of view. While Mr Poole disavows any attempt to speculate about the origin of those periods when Virginia Woolf was "desperate", "in acute distress", "her nerves giving out", he makes it quite clear where he thinks a more appropriate treatment might have been found and a better diagnosis made.

Although Mr Poole says he is not going to risk "a theory of what Virginia Woolf positively did suffer from", he is quite clear that her various periods of collapse had "localized causes" and an entirely explicable origin. Of her four breakdowns, the first two were provoked by her mother's death, and then by her father's, together with the gloom atmosphere of strain and gloom surrounding those events; the third, by her marriage to Leonard Woolf, whom she was quickly to discover was wholly incompatible in temperament and in mind; the fourth, by the desperate, and in some sense impossible, of any future, "the mood of millions in June 1940". Above all, Mr Poole argues, the distress of her early years was caused by the unwanted sexual intimacies of her half-cousins, George and Gerald Duckworth. "It explains a lot of the feelings of 'guilt' of which Virginia talked when she was supposedly insane.... It explains a lot too, about the reasons why Virginia had the serious collapses when she did; above all, it explains why one of the most serious ones immediately followed her honeymoon with Leonard in 1912."

Such are the bones of Mr Poole's case. Will it hold? I do not think it will, not so much because of any particular feature of the argument as its general character, its all-or-nothing attitude. In his unsavouring determination to reveal the "unknown" Virginia Woolf, Mr Poole never pauses to consider the "known" one. In his treatment of both life and art, genuinely perceptive as it is in places, the final impression becomes reductive, offering us not so much a collection of insights as a "key". In the end, we feel that the "unknown" has become a synonym for the "real" or the "true".

It is rather ironic that the argument which sets out to counter the rationalist mind, should itself be so marked by localized causes, explicable origins, so free in its use of the word "explanation". Without in any way seeking to minimize the effects that the deaths during Virginia Woolf's youthful years had on her mother, her father, Stella, Thoby—we have to remember that whatever happened to Virginia happened also to the person with whom she had the closest sympathy in the world—Venus, we can say that it is Virginia who makes the claim that the Duckworth lovers were Vanessa's also. While that remark is made in a memoir full of Virginia's characteristic vivacity, it

has to be taken literally and at face value in Mr Poole's presentation of the case. Virginia's words in the memoirs are taken as unimpeachable evidence, and so presumably what she says of Vanessa must be as true as what she says about herself. If so, the effects of the Duckworths on Vanessa would seem to have been something decidedly less than traumatic. That the behaviour of the Duckworths had a profound effect on Virginia, I have no doubt, but that effect is not explained simply by pointing to the behaviour itself.

With regard to her relationship with Leonard, it is very difficult for a reader with hundreds of letters now available to him, written over a period of 20 years, in which love and pleasure are abundantly present and discord not at all, to recognize the truth in a remark like, "from the first days of their marriage, Leonard and Virginia had taken up their positions, dug their trenches for what was to be a war which lasted a lifetime". It is extraordinary that no hint of this warfare, or rumour of it, ever gets into the recollections of those who saw them daily, and whose entire lives, it often seems, were concerned with judging and probing into the lives of others.

But Mr Poole will have none of this. Virginia Woolf's marriage was one of radically incompatible temperaments. Moreover, "far from being the most brilliant adornment of Bloomsbury", she was "working like an underground agent in enemy-occupied country". The point that her novels could only have been written if she had managed to transcend the Bloomsbury ethos is not incompatible with the fact, attested to by a cloud of witnesses, that she, like this for hours, and yet these Germans think it proves something—besides their own gull-like imbecility.

A defence mechanism? Maybe. But it does suggest that for the

analyst who offered "self-examination, discussion, free association", the going would not be easy. At the outset of his study Mr Poole writes of the novels as written "to master people and states of mind and states of embodiment which had previously mastered her". He also writes of them as "records of her life". As the study proceeds it is increasingly clear that it is the notion of "the record" which prevails. Again and again Mr Poole feels free to identify characters as "Virginia" and "Leonard", and to cite scenes which illustrate their marriage. It is one of the merits of Mr Poole's study that he brings out the close relationship between the novels and the life, but he brings it out in such an explicit and direct way that the fiction begins to acquire more of the atmosphere of a case-history than a work of art.

To give even the briefest account of *The Unknown Virginia Woolf* is to be drawn inevitably into its argument. If I have indicated that I find the argument does not hold, I would not want by that to imply that the book is not a welcome and lively arrival on the Woolf scene. It is that, because in the best sense of an over-used word, it is challenging; it makes us aware of the dangers of a canon being too easily established in biographical interpretation, and of the closeness of relation between the novel and the life. It is to be especially welcomed for its vervo, its overriding sense of engagement, its self-evident "need to be written". It would be a pity if its extravagances obscured this vitality and it was to be pressed into service as a detergent in the case of a suffering woman, held prisoner in an uncomprehending society, whose only resource was in the out concealed messages in her fiction for later-day sympathizers to decode.

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Ian Gregor

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The ballad-mongers

Later English Broadside Ballads, volume two
edited by John Holloway and Joan Black
Routledge and Kegan Paul, £15.95
ISBN 0 7100 0282 3

This second selection of street ballads from the riches of the Maden collection at Cambridge is restricted to items from the first half of the nineteenth century. Within this field, however, the reader is presented with a great variety—as the editors' 47 sections indicate. The ballad-writers of this period rarely touch any poetic heights and often display inadequacies of basic technique, but one thing they did not lack was range.

Part of that range is missing here, since these are London ballads, and therefore do not deal directly with the horrors and excitement of the industrial revolution. Moreover, these ballads concentrate on entertainment rather than social propaganda or news (save for a few ballads in sections 13 and 15). Even so, they open up the metropolitan world of a century ago more than any Blue Book could. Here is the worm's-eye-view: racy, irre-

verent, stoical, sardonic and sentimental, rich in human, and perhaps even richer in social interest.

How different and similar the times and the people were! Men wore stays and liberated women did not (but did wear trousers), and we are satirically told that the good old days are gone, prices are rising, values falling, human tasks are being taken over by steam and cast iron, things are going from bad to worse. How right they were! But does the difference between these pop songs and ours indicate that they had reserves that are running out in their descendants?

The editors—probably wisely—indulge in no such speculations. Their introduction sticks closely and fascinatingly to the period types of ballad-singer and ballad and to their milieu. They give a very useful bibliography which will enable the socially-minded reader to push out into all the areas connected with the ballads and their world. And they annotate the texts briefly and usefully. A very welcome volume, with some nice woodcuts—so perhaps one should not quarrel at the price.

Allan Rodway

Reviewers

Eileen Barker lectures in sociology at the London School of Economics;

Anthony Bottomley is professor of economics at Bradford University;

Ian Gregor is professor of modern English literature at Kent University;

A. H. Halsey is director of the de-

partment of social and administrative studies at Oxford;

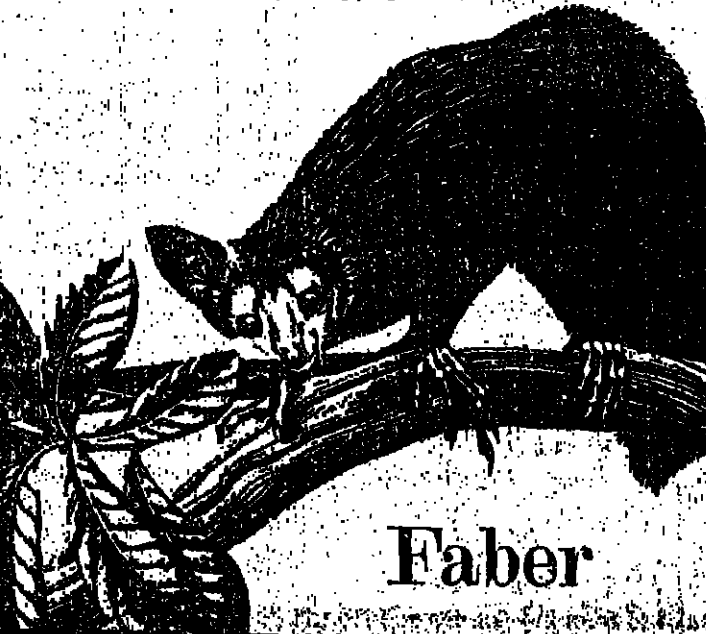
Rhodri Jeffreys-Jones lectures in history at Edinburgh University. His latest book is *Vladimir and Reform in American History*;

Allan Rodway is reader in English at Nottingham University, and author of *English Comedy*.

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Colleges and Institutes of Higher Education
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Adult Education
Librarians
General Vacancies

Official Appointments
Appointments wanted
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Announcements
Exhibitions
Personal
Courses
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Conditions of appointment and method of application for all positions are available from the Assistant Registrar (Academic Appointments), University of Auckland, New Zealand, or from the Association of Commonwealth Universities (A.C.U.), 36 Gordon Square, London WC1H 0PF. Applications close on the dates stated.

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(INFORMATION SYSTEMS)

(A79/30)

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The current salary scales in New Zealand universities are the following ranges: Senior Lecturers: NZ\$14,963-51,951 p.a.; Lecturers: NZ\$11,894-51,461 p.a. per annum. Prospective applicants should obtain from the Registrar, University of Waikato, Private Bag, Hamilton, New Zealand, or from the Association of Commonwealth Universities (A.C.U.), 36 Gordon Square, London WC1H 0PF, details of the application procedure and conditions of appointment. Applications close on February 15, 1980.

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Universities continued

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(2) Senior Lecturer/Lecturer in World History. To teach courses in world history with emphasis on ancient western history and medieval western history.

(3) Senior Lecturer/Lecturer in English. To design and develop courses in English Language and Applied Linguistics and to teach up to post-graduate level. Applicants should have a Ph.D. in relevant areas, and extensive teaching and research experience, preferably with reference to the teaching of English in South-East Asia. Knowledge of a major Asian language and experience in curriculum and course design and the preparation of instructional materials preferred.

(4) Lecturer in Philosophy. Applicants should preferably have a Ph.D. in Philosophy, specialising in a field of contemporary western philosophy, preferably phenomenology, and will be expected to teach an elementary course in logic.

Faculty of Social Science

(5) Senior Lecturer/Lecturer in Geography. To teach courses in Geography of China. Applicants should specialise in Urban/Economic Geography, preferably with research interest in China.

(6) Senior Lecturer/Lecturer in Psychology. Applicants should be competent in developmental psychology, learning, psychometrics, information processing and systems programming. Knowledge of Chinese or Chinese culture preferred but not essential.

(7) Lecturer in Anthropology. Applicants should have a Ph.D. in the field of Cultural/Social Anthropology, be prepared to teach a basic course in either archaeology or anthropological linguistics, and ideally be able to teach in English and Chinese.

(8) Lecturer in Economics. Applicants should have a Ph.D. specialising in Public Finance, and be able to teach courses in Economic Theory, Money and Banking, and Economic Development. Appropriate teaching and research experience preferred.

(9) Lecturer in Government and Public Administration. Applicants should have a history of published scholarly works of originality and merit in one or more of the following areas: Administrative Theory, Public Policies, and Development Administration.

Faculty of Business Administration

(10) Professor of Accounting. To teach courses in Accounting, Financial Accounting, and Cost Accounting. Applicants should have a Ph.D. in Accounting, and extensive teaching and research experience, preferably with reference to the teaching of Accounting in South-East Asia.

(11) Professor of Finance. To teach courses in Finance, Financial Management, and Investment Management. Applicants should have a Ph.D. in Finance, and extensive teaching and research experience, preferably with reference to the teaching of Finance in South-East Asia.

(12) Professor of Marketing. To teach courses in Marketing, Consumer Behaviour, and Sales Management. Applicants should have a Ph.D. in Marketing, and extensive teaching and research experience, preferably with reference to the teaching of Marketing in South-East Asia.

(13) Professor of International Business. To teach courses in International Business, International Trade, and International Finance. Applicants should have a Ph.D. in International Business, and extensive teaching and research experience, preferably with reference to the teaching of International Business in South-East Asia.

(14) Senior Lecturer/Lecturer in Accounting and Finance (Two posts). To teach courses in Accounting and Finance. Applicants should have a Ph.D. in Accounting or Finance, and extensive teaching and research experience, preferably with reference to the teaching of Accounting or Finance in South-East Asia.

(15) Senior Lecturer/Lecturer in International Business. Applicants should be able to teach the following courses: International Financial Management, Import-Export Business and International Credit.

(16) Senior Lecturer/Lecturer in Marketing. Applicants should be able to teach the following courses: International Financial Management, Import-Export Business and International Credit.

(17) Lecturer in General Business Management and Personnel Management (Two posts). To teach courses in General Business Management and Personnel Management. Applicants should have a Ph.D. in General Business Management or Personnel Management, and extensive teaching and research experience, preferably with reference to the teaching of General Business Management or Personnel Management in South-East Asia.

(18) Lecturer in Quantitative Methods, Operations Management, Quality Control, Work Study, and Industrial Health and Safety. OR to teach courses in Quantitative Methods, Operations Management, Quality Control, Work Study, and Industrial Health and Safety. Applicants should be able to communicate in both Chinese and English.

Faculty of Science

(19) Lecturer in Computer Science. Applicants should have a Ph.D. in Computer Science or a related field. Preference will be given to applicants with research interests in software engineering, data organization and systems programming.

(20) Lecturer in Statistics. To teach courses in applied statistics, survey sampling, time series analysis and actuarial science. Applicants should possess a higher degree in Statistics plus experience in the application of statistics in research.

(21) Lecturer in Physics. Applicants should be able to teach at both undergraduate and postgraduate levels. Research interests in particle physics, biophysics or other related fields, plus a working knowledge of Chinese.

School of Education

(22) SENIOR LECTURER/LECTURER IN EDUCATION. To teach in one or more of the following areas: Educational Theory, Educational Research, Research in Education and Special Education, and to supervise student research up to master's degree level. Applicants are expected to have published scholarly works of originality and merit in one or more of the above areas. The successful appointee will be expected to contribute to the development of the School of Education in Hong Kong and elsewhere in the world. Annual Salary (in Hong Kong dollars) —

Professor: \$150,000 or above
Reader: \$110,100 to \$140,200 by eight increments.
Senior Lecturer: \$105,540 to \$141,760 by eight increments.
Lecturer: \$87,020 to \$117,040 by ten increments.
(Exchange rate £1=HK\$10.7 approximately. Starting salary and the grade to which appointment is made will depend on qualifications and experience.)

General Requirement. Candidates for Senior Lectureships should have a Ph.D. in a relevant field, considerable university teaching and research experience. Candidates for Lectureships should have a higher degree (preferably a Ph.D.) in a relevant field, with appropriate teaching and/or research experience.

Conditions of Service. These include: (1) Superannuation (15 per cent of salary, 15 per cent of University); (2) Medical benefits; (3) Long leave with pay; (4) Education allowance for children; (5) Housing accommodation allowance in Hong Kong for Lecturers and above engaged on overseas tours. Housing allowance for Lecturers on local leave whose salary is above the bar (married women excepted); (6) Passage for appointees recruited from abroad on appointment, and also on home leave if engaged on overseas tours.

Application Procedure. Application forms and further information are obtainable from the Personnel Section, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong. Completed forms together with a recent photograph and copies of recent business cards should be sent to the University by January 31, 1980. Please mark 'Application' on cover.

ASTON IN BIRMINGHAM

THE UNIVERSITY

ADMINISTRATIVE ASSISTANT

Joint Unit for Research on the Urban Environment

APPOINTMENTS

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Fellowships and Studentships continued

ST. HUGH'S COLLEGE, OXFORD

Application is invited for the following postgraduate award:

JOANNA RANDALL-McIVER
JUNIOR RESEARCH FELLOWSHIP

St. Hugh's College proposes to effect the above Fellowship, founded by Misses Frances, 1880, open to women graduates only. The annual value will be £2,400 with residence. The subject of research shall be in the field of fine art, music or literature of any nation, in any period.

Further particulars from The Principal, St. Hugh's College, Oxford, to whom applications should be sent by Friday, 4 January, 1980.

OXFORD

APPLICANTS FOR THE FOLLOWING FELLOWSHIP SHOULD BE GRADUATES:

RANDALL-McIVER JUNIOR RESEARCH FELLOWSHIP (founded by Misses Frances, 1880) open to women graduates only. The annual value will be £2,400 with residence. The subject of research shall be in the field of fine art, music or literature of any nation, in any period.

MANN GRAVEN JUNIOR RESEARCH FELLOWSHIP (founded by Mr. Mann Graven, 1880) open to men graduates only. The annual value will be £2,400 with residence. The subject of research shall be in the field of fine art, music or literature of any nation, in any period.

Further details may be obtained from the College Secretary, St. Hugh's College, Oxford, to whom applications should be sent by Friday, 4 January, 1980.

OXFORD

APPLICANTS FOR THE FOLLOWING FELLOWSHIP SHOULD BE GRADUATES:

RANDALL-McIVER JUNIOR RESEARCH FELLOWSHIP (founded by Misses Frances, 1880) open to women graduates only. The annual value will be £2,400 with residence. The subject of research shall be in the field of fine art, music or literature of any nation, in any period.

MANN GRAVEN JUNIOR RESEARCH FELLOWSHIP (founded by Mr. Mann Graven, 1880) open to men graduates only. The annual value will be £2,400 with residence. The subject of research shall be in the field of fine art, music or literature of any nation, in any period.

Further details may be obtained from the College Secretary, St. Hugh's College, Oxford, to whom applications should be sent by Friday, 4 January, 1980.

Colleges of Higher Education

ROEHAMPTON INSTITUTE
OF HIGHER EDUCATION

A Federation of Dugby, Stuart, Froebel, Southlands and Whitehills Colleges.

Degree courses offered by the Roehampton Institute are in combined studies and lead to B.A., B.Ed., B.M., or B.Sc. degrees of the University of London.

LECTURESHIP IN
ENGLISH PROFESSIONAL STUDIES

Required from April 1980, or sooner if possible, a person to take a substantial share in the teaching of professional courses for undergraduate and postgraduate students. The successful applicant will be expected to contribute to the development of new courses at undergraduate, postgraduate certificate, diploma and Masters' degree levels.

Salary: Surplus FE Scale (£4,470-£7,149 per annum plus 14 days holiday). Closing date for receipt of applications is 14 days after the appearance of this advertisement.

Further details and application forms from: The Academic Secretary, Roehampton Institute of Higher Education, Roehampton Lane, London SW15 5PJ. (Interviews will be held early in the New Year.)

SOUTHAMPTON

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURESHIP IN MATHEMATICS

Applications are invited for the above post.

The Mathematics Department requires a lecturer in Mathematics to teach the first year undergraduate course in Mathematics.

Applicants should have a degree in Mathematics or equivalent, and be qualified to teach at the undergraduate level.

Further details and application forms from: The Academic Secretary, La Sainte Union College of Higher Education, La Sainte Union Lane, Southampton SO9 5JH. (Interviews will be held early in the New Year.)

SOUTHAMPTON

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURESHIP IN MATHEMATICS

Applications are invited for the above post.

The Mathematics Department requires a lecturer in Mathematics to teach the first year undergraduate course in Mathematics.

Applicants should have a degree in Mathematics or equivalent, and be qualified to teach at the undergraduate level.

Further details and application forms from: The Academic Secretary, La Sainte Union College of Higher Education, La Sainte Union Lane, Southampton SO9 5JH. (Interviews will be held early in the New Year.)

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of Higher Education

ATHROFA GOGLEDD-DD CYMRU

THE NORTH E WALES INSTITUTE of higher education

CARTREFLE COLLEGE, CEFN ROAD, WREXHAM

SCHOOL OF SOCIAL SCIENCES

LECTURER II IN
SOCIAL WORK (PROBATION)

The person appointed will be a member of a team of six staff with primary responsibility for social work education of diploma and certificate levels. Applicants should be graduates with a professional qualification and should have experience in probation and after care. Experience of teaching and/or student supervision would be an advantage.

The salary for the post is within the range of Lecturer II (£4,470-£7,149 per annum) plus supplement of 25 per month, and the successful applicant will be expected to take up duty as soon as possible.

Prospective applicants who wish to discuss the post are invited to telephone Mr. Michael A. Taylor, Head of School of Social Sciences, Wrexham 51722.

SOUTH GLAMORGAN COUNTY COUNCIL
INSTITUTE OF HIGHER EDUCATION

FACULTY OF ART AND DESIGN

Department of the History and Theory of Art and Design

LECTURER 2
ART AND DESIGN HISTORY

Applications are invited from graduates in Art and/or Design History to teach on the BA (Hons) courses in Fine Art and Ceramics, and on the Faculty Diploma courses in two and three dimensional design.

Applicants should have a sound basic knowledge of Western European and North American Art and Design History, especially that of the nineteenth and twentieth centuries and be prepared to give particular attention to the development and teaching of Design History courses related to the requirements of students of Interior and Industrial Design.

The salary is within the scale £4,470 to £7,149 per annum plus 15 per month comparability supplement. Applications should be sent to the Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed, Cardiff CF2 6XD and should be returned within fourteen days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

Colleges and Departments of Art

Exeter College of Art and Design

Head of Graphic Design

has become vacant due to the death of Mr. Peter Battersby. Applications are invited from persons with appropriate, practical and educational experience to commence as soon as possible.

The post requires leadership and vision combined with high personal standards in design and a full understanding of the role of degree courses in this area of study.

The department is responsible for a C.N.A.A. (Hons) Degree Course in Graphic Design and is graded Head of Department III.

Further information and application forms may be obtained from the Chief Administrative Officer, Exeter College of Art and Design, Earl Richards Road North, Exeter EX2 6AS, and be returned by 21st December, 1979.

WINCHESTER

VINCHIBURY COLLEGE OF HIGHER EDUCATION

Applications are invited for the above post.

The Mathematics Department requires a lecturer in Mathematics to teach the first year undergraduate course in Mathematics.

Applicants should have a degree in Mathematics or equivalent, and be qualified to teach at the undergraduate level.

Further details and application forms from: The Academic Secretary, Vinchibury College of Higher Education, Vinchibury Lane, Winchester SO9 5JH. (Interviews will be held early in the New Year.)

Further details and application forms from: The Academic Secretary, Vinchibury College of Higher Education, Vinchibury Lane, Winchester SO9 5JH. (Interviews will be held early in the New Year.)

Colleges and Institutes of Technology

REGIONAL TECHNICAL
COLLEGE ATHLONE

CO WESTMEATH VOCATIONAL EDUCATION COMMISSION

Applications are invited for the following permanent full-time positions:

LECTURER SCALE 1:
MECHANICAL ENGINEERING
PLASTICS TECHNOLOGY
GEOLOGY

Applications are invited for the following permanent full-time positions:

ASSISTANT LECTURER:
MATHEMATICS
GEOLOGY

Applications are invited for the following permanent full-time positions:

CLASS III:
ELECTRICAL MAINTENANCE

Applications are invited for the following permanent full-time positions:

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Librarians continued Research Posts

CANTERBURY

UNIVERSITY OF KENT

PART-TIME ASSISTANT

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LONDON

POLYTECHNIC OF THE SOUTH BANK

RESEARCH ASSISTANT

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Research Posts

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NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Milia Goldie

Chairs

Dr Maurice North, dean of faculty of social studies and humanities at Preston Polytechnic, has been appointed to the chair of social institutions at that Polytechnic.

Dr Peter Gosden, chairman of the school of education at the University of Leeds, has been appointed to the chair of the history of education at the same institution. He took up his appointment on April 1.

Professor Peter Abell, formerly professor and head of the sociology department at Birmingham University, has been appointed to the second chair in the sociology department of the University of Surrey.

Dr Christopher Arme, principal lecturer and head of the Biology Unit at the North Staffordshire Polytechnic, has been appointed to a new chair of zoology in the department of biological sciences at the University of Keele from October 1, 1979.

Professor James Lorne Ford, head of the economics section in the University of Sheffield, has been appointed to the Milsal chair of economics and headship of the department of economics from January, 1980.



Leeds

The following have been awarded honorary degrees:

L.D.: Dr James MacGregor, former registrar of the university; Mr Shirley Williams, former Secretary of State for Education and Science.

D.H.Sc.: The Very Revd Professor Henry Chadwick, recently appointed rector of the University of Cambridge.

D.Mus.: Dame Janet Baker, the world-famous singer.

D.Sc.: Sir Denis Rooke, chairman of the British Gas Corporation; Emeritus Professor John C. Gower, formerly professor of surgery at the university.

Appointments

London
Birkbeck College
Master of Birkbeck College: Professor W. G. Overend.

City University
Pro-chancellor: Lord Mals (in succession to Lord Alport).
Pro-vice-chancellor: Professor C. F. Cuthy, Head of department & Ken Kiron (social science and humanities). Senior lecturer and director of arts administration studies: J. N. Pitt (Centre for arts and related studies). Lecturers: Dr M. V. Barrett (social science and humanities); Dr G. S. Ismail (mathematics); Dr P. A. Lush (mechanical engineering); Dr J. N. Egan (mathematics); Dr P. H. Caple (monetary economics); Dr J. A. Hampton (psychology). Temporary lecturer: R. H. Jones (journalism); Honorary visiting lecturer and senior naval tutor: Commander M. G. Simper (systems science). Honorary visiting lecturer: Dr D. B. Owles (American business law); N. Stapleton (Business School). Schools liaison officer: P. Crags. SSRCS professional fellow: Dr A. J. Fox.

Newcastle upon Tyne

Readers: Dr Ian Buxton (marine transport, department of naval architecture and marine engineering); Dr William Carson Dick (rheumatology); Dr Hugo Gil Ferreira (physiology). Personal readers: Dr A. J. Woodman (Latin literature); J. J. Loeferer (ancient history); Dr David Wright Collinson (experimental palaeontology); Dr Andrew John King-Gunn (preventive dentistry); Dr Peter Willis (history of architecture). Emeritus professor: Professor A. M. Thomson (social statistics in the department of statistics and psychology). Consultant/senior lecturer: Dr G. Gale (medicine). Lecturers: Miss A. S. Harcourt (in the department of prosthetic dentistry); Dr F. Hassanein (psychiatry); Mrs A. M. Holman (social sciences); Dr P. S. Freeman (physiology); Dr J. H. Hirst (physiology); Miss

Newcastle upon Tyne

Lecturers: D. M. Morgan (law); Dr B. Dodd and A. Horsley (sub-department of speech within the School of Education); J. D. Stannard (School of Education); M. Ellis (animal production in the department of agriculture); Dr T. Anderson (computing laboratory).

General

Ian Budge, professor of government at the University of Essex, is to succeed Professor Jean Blondel as executive director of the European Consortium for Political Research. Dr G. R. Follen, director-general of the British Standards Institution has been appointed chairman of the Visiting Committee for the Royal College of Art. The following members have also been re-appointed: A. J. Gordon, CBE, architect, senior partner, Messrs Alex Gordon; Ruairi McLean, CBE, DSC, director, Ruairi McLean Associates; Professor G. D. S. MacLellan, department of engineering, University of Leicester; Professor J. E. C. T. White, department of history of art, University College, London. The new members of the committee are: Miss M. O. Dent, architect, Douglas Stevens and Partners; Mr J. L. A. Hartley, managing director, John Hartley; Miss J. T. Oman, director, Oman Productions. Mr J. K. McDowell has been appointed chairman of the governors of the Further Education Staff College at Coombe Lodge, Blagdon near Bristol. Professor Robert Hugh Cawley, professor of psychological medicine at King's College Hospital Medical School and the Institute of Psychiatry, London, and Professor Bryan Jennett, professor of neurosurgery at the University of Glasgow, have been appointed members of the Medical Research Council. Professor L. P. Harvey, Cervantes professor, department of Spanish and Spanish studies, University of London King's College, and Mr R. S. Johnson, director of education for the City of Leeds, to the University Grants Committee from June 1, 1979.

Strathclyde
Visiting professor: J. R. S. Morris (chemical and process engineering).

Surrey
Secretary to the University of Surrey and Clerk to the University Council: A. J. Taylor.

UMIST
Vice principals: Professor H. C. A. Hawkins (academic development); Professor J. F. B. Bondman (finance).

General Vacancies

ASSISTANT PRONUNCIATION UNIT

£4,090 - £5,065 p.a.

The four staff in the Unit are responsible for providing an advisory service for news commentators and other programme staff in the English Language Service throughout the BBC on the correct pronunciation of unusual words and names, English and foreign. The successful candidate will be a graduate with a knowledge of several modern languages of extensive training in phonetics, a methodical mind, experience in indexing, accurate typing and tact. Starting salary according to qualifications and experience. Relocation expenses considered.

Contact us immediately for an application form (quote reference number 1784/TIS and enclose a.e.): BBC Appointments, London W1A 1AA. Tel.: 01-580 4468 Ext. 4619.



MONETARY ECONOMICS SPECIALIST

The allocated department of a major firm of London stockbrokers is looking for a specialist in monetary/financial economics. The person we are seeking will be required to assist in the formation of investment advice in the form of written advice, advice of monetary/financial economics, money, stock and interest rates and to communicate them to our institutional clients. The position will require a high level of knowledge and experience in the field of monetary/financial economics, a methodical mind, experience in indexing, accurate typing and tact. Starting salary according to qualifications and experience. Relocation expenses considered.

Administration

ASSISTANT ACADEMIC REGISTRAR

Re Advertisement

UP TO £8114 INCLUDING LW

Applications are invited from candidates with suitable qualifications and experience, preferably in an institution of higher education. The person appointed will be concerned, primarily with student admissions, records and examinations.

Application forms and further details from Staffing Office.

Polytechnic of the South Bank

Borough Road, London, SE1 0AA. Telephone 01-928 9989 Ext 2023.

Completed forms should be returned by Friday 14th December 1979.

Mid-Kent College of Higher and Further Education

ADMINISTRATIVE OFFICER

£4,044 to £5,067

To serve as Deputy to the Chief Administrative Officer of the College.

He/she should possess a degree or a professional qualification and have experience of educational administration, preferably in the further or higher education sectors.

Current clean, driving licence and ability to drive desirable.

For further details and application form write to the Chief Administrative Officer at the College, Horsted, Chatham, or phone Medway 41001, extension 43, quoting reference V1581.

KENT COUNTY COUNCIL

BULMERSHE COLLEGE OF HIGHER EDUCATION

GRADUATE ASSISTANT

to

Academic Registrar

Salary - Scale APM (£4,090-£5,065). Application form and further particulars available from: Chief Administrative Officer, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1H. Tel: (0734) 563387. Completed forms to be returned by 20th December 1979.

Courses

SOUTH DEVON
COUNTYLANDS CENTRE
Kingsbridge
Candidates for training should apply to the County Lands Centre, Kingsbridge, Devon. The Centre is a voluntary organisation and is open to all. The Centre provides training in a wide range of subjects, including: Agriculture, Horticulture, Forestry, Fishing, and other outdoor activities. The Centre is located in a beautiful area of Devon, and offers a wide range of facilities for training and recreation. The Centre is open to all, and is a great place to learn and to have fun.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Union view: non-teaching university staff

Avoiding a winter of discontent

Twelve months ago, just as I was on the brink of producing for this column a devastating article in support of the university manual workers' wage claim, the earth fell in! *The Times* disappeared, and it seemed to non-teaching unions that the new, occasional platform offered to them had gone for ever.

Many felt it proved that God thought as little of us as did most university employers—perhaps in our first *THIS* article we had pushed things too far by suggesting that the 65,000 non-teaching staff should be treated as human beings.

Well, it did not really matter. Before Santa Claus had shut up shop the manual workers had taken matters in their own hands. On January 22 they took strike action, closing some campuses. It was clear, however, that the larger institutions in the health and local authority services would be the ones to move the Government from its 5 per cent incomes limit, and apart from sporadic action, campus manual workers stood back on that occasion.

The important point was that for the first time ever, coordinated national industrial action had been taken by these "untouchables". It was not the only variety first in 1979, a year which marked the clerical workers' first national industrial action.

Hopefully, a fuller picture of the clerical workers' problem will appear in future issues. "Clegg? Who were the other commissioners? Compo and Foggy Dewhurst?" Such was one reaction to the Report of the Comparability Study for Manual Workers.

The commission's research showed

average gross total earnings for full-time men ranging from a pitiful £62.50 up to hardly luxurious £79.42—the latter rate for the most senior member of a team of security officers, responsible for supervising the full range of security and traffic control on a campus.

Full-time women were shown to have average gross earnings ranging from a disgusting £54.08 up to £57.52—deduct taxes, rates, national insurance, pension contributions and the like, then dare to ask why there was a "winter of discontent".

Despite this, the comparability study increased basic rates by tiny amounts for the great majority of these workers—well over half were given less than £3 per week. All dry as a bone, perhaps, but they are what pass for wages for thousands of non-teaching staffs. What the Clegg commission did for low pay among university manual workers parallels Dr Rhodes Boyson's success in raising morale in higher and further education circles.

Talking of Dr Boyson (and who is not nowadays?) I was recently reading his contribution to a book which covers blurb describing itself as "a symposium to end the 'progressive' consensus in British thinking and policy". The book's title was *Right Turn* and, looked at from the advantage of the late 1970s, it has some interesting fragments, not least in Dr Boyson's opening chapter.

Here is an interesting one: "Once we realize that there is a unique British way of life which must be preserved for the sake of all mankind as well as ourselves, the problem of widespread alien immigration will be seen in its true light. Those who oppose this immigration can then be seen to do so on moral grounds, because they wish to preserve a society which has served the world in a way unequalled by any other nation."

What do you mean by saying that this surely ties up with the attack on overseas students? Who can tell?

Here is another lumbering reference to the immorality of heavy taxation on John Citizen. "Every time the state takes his money in taxation and rates and educates his children, it is affronting his dignity

and weakening the coherence of the family." Wait a moment, here we go! Now there really is a philosophy for education into the 1980s.

The cuts in university spending are not just a sad matter of education having to play its part in getting the country on a better footing. They are a symbol of the belief that it is right not to over-educate, a catchall phrase which basically means that future generations should not be really educated at all.

But back to the non-teaching staffs. The latest threat, expected by most trade union officials, is that reductions in service as well as the downfall of governments will be placed squarely at the door of the "mindless militants" of NUPE, NALGO, the Transport Workers and GCMW. The straws are in the wind already.

This winter public sector wage negotiations are already being pushed into the media in a job-or-money framework. One can see the headlines: "University intake drastically reduced as selfish non-teaching unions go for jackpot." To be fair, the same accusations will be the rule of the day in other public services. Greedy claims and unwarrantably high settlements tend to be a relatively short party, not too large and well lubricated with alcohol, is best for providing a reasonable amount of pleasure for host and hostess, and even guests.

A consensus of opinions expressed by other wives of executive husbands, of Communist universities, meeting in Canada last summer, seemed to suggest a figure of between 30 and 40 as a useful working size for a party. Thus the result of this experience and research: our first sherry party for 35.

It is the oldest employer tactic in the world to have a million and a half unemployed, to talk of bankruptcy and the need for everybody to tighten their belts, to talk of poverty and the need for everybody to be better than those poor devils on the dole. We have heard it all before.

The unequal sacrifice which will be asked of non-teaching staffs in the coming year is not to our liking. Speaking bluntly, we think the time of two societies, one of the rich and the other of the poor, is long out of date. Let us hope that we are helped to have a quiet winter.

Rodney Bickerstaffe

The author is secretary of the Central Council for Non-Teaching Staff in Universities, and a national officer of the National Union of Public Employees.

The Left's intellectual corruption



Keith Hampson

With the Government's economic policy causing a certain amount of weeping and wailing, and disillusionment in the universities, growing exponentially, with increases in overseas students' fees, it is worth recalling that only six or seven months ago we were witnessing a counter-revolution of the dons.

When an avowed and long-standing Labour supporter like Professor Alan Day could tell *Guardian* readers that what Britain needed most was a Thatcher government, clearly things were changing. He was by no means the only convert. The embarrassment is that there have been far too many people offering their skills and expertise for the party to handle. Having been a conscious effort to bridge the old communications gap between the universities and the party and the universities having been truly one of pride and prejudice—even the party's wide range of Opposition policy groups were not able to say more than a handful of specialists.

Over the years, however, a great many people have been drawn into discussions of one kind or another, with a variety of spokesmen, and the party has created the

die having been cast, one looks forward to a strategically-timed intervention in the government. I have in fact become very conscious of how little cross-fertilisation there is between academics and those in government.

The party mood had several causes. I am sure there was more to it than the new respectability accorded to monetarist economics, striking though that has been. There was certainly a groundswell of frustration in the universities, particularly among Labour education ministers, focused particularly on the protracted sparring over salaries. It is also true that individuals in universities are no more immune than the rest of us to high taxation. But the mainspring of the growing interest in Conservatism may, I suspect, have been the conviction that the balance between individual freedom and state bureaucracy had swung too far in favour of the latter.

In turn, the conviction that freedom is threatened in British society, forcefully articulated by men like Hugh Thomas, undoubtedly had a profound effect on Mrs Thatcher's determination to see that the balance of power in favour of the people.

It is not just the grotesque waste involved in Southwark's plans to spend £50m on a new town hall that incenses one about the Left, but their arrogance and their intellectual corruption—the state of mind displayed by those who adamantly resist the widening of closed shop exemptions to those who dissent on grounds of conscience, however overwhelming the tide of public opinion.

There will be of course be those who regard the policies that were splendid in theory as too severe in practice, but there are, I believe, many more who know there is more at stake than budgets. I trust they will stand up to be counted. For the going will get rougher still.

The truth is that spending plans based on assumptions of 3 per cent growth and a 15 per cent rate of wage increase simply cannot be met in conditions of zero growth and wage increases of 15 per cent. One might argue about where the cuts should fall and their precise nature but massive savings in the short term there must be.

Put simply, we will not be able to have the improvements we all want—in higher education as elsewhere—unless we first create the

wealth. We cannot have one without the other. Strategically, considering the value of the North Sea oil, we have a very sick economy. That surely is indisputable. If the state spends and borrows too much, in the long run there will be less to spend on improving our education and our public services.

But the process of retrenchment need not be entirely negative. If the Conservative Party's central focus is on extending freedom of action and widening choice, that could have important consequences for higher education in higher education, as in so many areas of British life, we have stumbled along the same path of tighter control and greater prescription.

Greater and greater amounts of government time are spent analysing, forecasting and "planning" with what beneficial results I cannot say. The gobbledygook of the planning papers as they set out their many—and usually totally unrealistic—options must alone give rise to doubts about their value.

What, I wonder, is to be gained by plunging ahead with higher education about how many youngsters there may be in ten years time with two A levels, and how many of them may want to enter higher education? Would it not be equally—if not more—valid for government to set certain goals and then to say that those institutions capable and willing to aim for them would be given the necessary backing to achieve them in whatever ways they felt best.

We would have greater diversity and there would be some creative dynamic preserved in the system. Should not our main job in government be to nurture creative activity, to give talent its head? Since when have committees or civil servants who want to call the tunes, even been truly innovative?

We ought to try bluntly, therefore, what we regard as important. Universities' research effort is such that it deserves to be properly looked after, but we ought also to be prepared to admit, openly, that traditional full-time undergraduate entry will be reduced; that funding on the basis of numbers will be subject to tight cash limits, but that help will be forthcoming for areas which we believe have been neglected, such as part-time education and the opportunities for mature students.

The author is MP for Ripon.

Don's diary

Monday

I snatch a few moments after breakfast to read Don's Diary and find that it is possible to have a second instalment of a diary published. Ponder, as I drink a second cup of coffee, on whether it would be possible for an out-of-work don to qualify as a second-time diarist. Decide that, since I still pay AUT dues, I must still be a don.

Cheered, I proceed to our beautiful garden to pick flowers for the house in readiness for the business of the day. This is to be in the nature of a social experiment. During 25 years of entertaining fellow dons and their spouses, I have had a steadily growing conviction that a relatively short party, not too large and well lubricated with alcohol, is best for providing a reasonable amount of pleasure for host and hostess, and even guests.

A consensus of opinions expressed by other wives of executive husbands, of Communist universities, meeting in Canada last summer, seemed to suggest a figure of between 30 and 40 as a useful working size for a party. Thus the result of this experience and research: our first sherry party for 35.

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Encouraged by this sign of life, I pick some fresh dahlias and, once more, do the flowers.

During the afternoon I visit Marks and Spencer's food store and, as I stock up for the next week's parties, as well as for a dinner, see the other shoppers eyeing my basket askance. They clearly feel that no decent Scottish housewife would buy eight loaves of French bread, fifteen bags of crisps, and three ducks.

Stagger out of the shop with the ducks and reach the car exhausted. Am amazed when the housekeeper tells me later that she always asks an assistant from Marks and Spencer to carry her shopping to the car. Realize that life north of the border is truly different, and has much to commend it.

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and I hasten to look in the fridge since the twin chon from last night's package will scarcely do for husband as well as for me.

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until 1981 at the earliest. In
meanwhile, the community or
search universities is content
the bulk of the new Department
Education will consist of the
office of education, and that its
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concentrate on programmes of
student assistance.